

South City Preparatory Academy

Charter School Application

Presented to the Office of the Mayor, City Hall Room 200. St. Louis, MO 63103

South City Preparatory Academy Founding Team
4/1/2010

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NAME OF PROPOSED CHARTER SCHOOL

South City Preparatory Academy

NAME OF NOT-FOR-PROFIT 501(c)(3) ORGANIZATION THAT WILL HOLD THE CHARTER

South City Preparatory Academy, Inc.

PRIMARY CONTACT PERSON

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EDUCATION SERVICE PROVIDER (IF APPLICABLE)

NA

PARTNER ORGANIZATION (IF APPLICABLE)

NA

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

NA

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

St. Louis Public School District (SLPS)

INTENDED OPENING DATE (SCHOOL YEAR: E.G. FALL OF 20--)

Fall of 2011

PROPOSED CHARTER TERM (NO FEWER THAN 5 AND NO MORE THAN 10 YEARS) 5 YEARS

ENROLLMENT PROJECTIONS (*IF APPLICABLE)

	GRADE LEVEL	PROJECTED ENROLLMENT		GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1	5-6	200	SCHOOL YEAR 6 *	5-11	568
SCHOOL YEAR 2	5-7	290	SCHOOL YEAR 7 *	5-12	621
SCHOOL YEAR 3	5-8	371	SCHOOL YEAR 8 *	5-12	621
SCHOOL YEAR 4	5-9	444	SCHOOL YEAR 9 *	5-12	621
SCHOOL YEAR 5	5-10	509	SCHOOL YEAR 10 *	5-12	621

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School Description (150-word maximum)

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

The mission of South City Preparatory Academy is to prepare students to enter, succeed in, and graduate from college by challenging students academically and emphasizing the importance of character and community responsibility. South City Preparatory Academy will be an academically rigorous college preparatory middle and high school serving students living in St. Louis City. Opening in the fall of 2011 with 200 students in 5th and 6th grade, South City Preparatory Academy will add one grade per year until 12th grade. The educational philosophy of South City Preparatory Academy is based on the following core pillars: extended learning time, data driven decision making, intense focus on literacy and math, strong college bound culture, education through service learning, high expectations, and family involvement. Students graduating from South City Preparatory Academy will be academically and socially prepared to be successful in college or any other post-secondary education option .

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

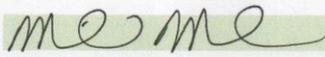
Signature	
Date	April 1, 2010
Printed Name	Michael Malone

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A. Education Plan

A.1: Mission, Vision, Educational Philosophy

Mission:

To prepare students to enter, succeed in, and graduate from college by challenging students academically and emphasizing the importance of character and community responsibility.

Vision:

By 2020, South City Preparatory Academy will be the highest performing non-select middle and high school in St. Louis. At the end of 8th grade, students attending South City Preparatory Academy will be academically prepared for an intense college preparatory high school and will design and implement their own service learning program. Students in their junior and senior years at South City Preparatory Academy will enroll in college level courses at South City Preparatory Academy and/or be dually enrolled at local colleges or universities. Graduating seniors will not only meet the requirements of the state of Missouri, but will also have completed at least 8 credits of college level course work. All South City Preparatory Academy high school students will identify a need in their community and design a community program to fill that need. 100% of the graduates from South City Preparatory Academy will attend some form of post-secondary education.

Educational Philosophy:

South City Preparatory Academy will be an academically rigorous college preparatory middle and high school. A leader from a high performing school said, "In running a successful school, there are no 100% solutions. Rather, there are a whole series of 1% solutions that add up to success." ¹ At South City Preparatory Academy, a core set of principles, gathered from research and observation of other high performing urban schools, are central to the school's academic program and meeting the mission of preparing students to succeed in college and beyond.

Starting in Middle School:

The middle school years are extremely important for developing lifelong learning, community awareness and social skills. Even as students enter middle school two or three years behind, research indicates² that high performing schools can help students achieve being on grade level by the time they leave 8th grade. Middle grades are the last best chance to identify students in high risk of academic failure and get them back on track in time to succeed in high school and college. Research also indicates that student performance at the end of 8th grade is a tremendous predictor of future success in college³. If students are going to be prepared for success in college, then they must be prepared during their middle school years. South City Preparatory Academy will start with 100 students per grade level in 5th and 6th grade and will expand to 12th grade by the seventh year of operation.

¹ Boston Collegiate Charter School (site visit by Mike Malone, 05/05/09)

² Merseth, K. Inside Urban Charter Schools (Boston: Harvard Education Press, 2009), 35.

³ ACT Inc., The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School. 2008.

Year Round Schooling:

Studies indicate that high risk students show the same academic gains as more affluent students during the school year. It is during the summer break when students spend more time at home and in their community that the achievement gap is accelerated⁴. South City Preparatory Academy will not have a summer break but instead will be designed along the academy model: six weeks of school, one week teacher in-service, and one week whole school break. This model will allow teachers to analyze data, develop collaborative lesson plans, and develop their craft. This model will benefit students by eliminating the effects of the summer learning gap.

Extended Learning Time:

It takes time, effort and practice to meet the challenge of high academic standards. Additionally, recent studies suggest that there is a direct link between extended learning time and student achievement⁵. Armed with this evidence and the examples of other high performing urban schools, the school day at South City Preparatory Academy is an extended, running from 8:00 until 4:30. This is in tandem with an extended school year (194 days) for all students. A student who attends South City Preparatory Academy from 5th grade to 12th grade will receive almost three full years⁶ more learning time than students in a typical St. Louis district school. In addition, the school will provide small group and one-on-one tutoring for students who need extra help and attention in order to master skills. Students in need of academic remediation, disciplinary consequences or individual tutoring will be required to stay during this period.

Data Driven Decision Making:

South City Preparatory Academy is committed to using data to inform instruction. During the first week of school, students will be assessed with an age-appropriate, standardized assessment tool. South City Preparatory Academy will use the NWEA MAP⁷ for this purpose. This initial assessment will give teacher the guidance to design lessons with a clear understanding of current student mastery. The NWEA MAP will be administered four times per school year to measure student progress over the course of the year.

Interim assessments will be aligned to state standards and to the year round calendar and given every 6 weeks. After each six-week period, teachers will have one full week to collaboratively analyze the results of these assessments and design the lessons for the next six week period. Specific focus will focus on developing strategies for meeting the needs of students significantly below grade level. The significant amount of data generated by these assessments will not find itself in a binder in the school office. Rather, each teacher will use this data to generate action plans that are connected to lesson plans. The format of these lesson plans will be uniform throughout the school and will allow teachers to design targeted tutoring sessions and differentiated small groups⁸.

4 Alexander, Karl L., Entwisle, Doris R., & Linda Steffel Olsen. "Lasting Consequences of the Summer Learning Gap". *American Sociological Review* 72, 2008: 167-180.

5 Farbman, David A, Tracking an Emerging Movement: A Report on Expanded Time Schools In America. National Center on Time and Learning (<http://www.timeandlearning.org/images/12.7.09FinalDatabaseReport.pdf> downloaded on 12/07/09).

6 Based on SLPS school calendar from 2009-2010 School Year. Estimated 175 days, 6 hours per day.

7 This assessment is currently used at Lift for Life, Construction Careers Center, Confluence Academies, and City Garden Montessori Charter School.

8 Bambrick-Santoyo, Paul, "Data in the Driver's Seat". *Educational Leadership* 65:4: 2007.

Intense Focus on Literacy and Math:

It is not surprising that schools in which high risk students reach mastery have a relentless focus on developing literacy and math skills. In visits to high performing middle schools, it was observed that a majority dedicate nearly two hours daily to both communication arts and math⁹. For middle school students at South City Preparatory Academy, four hours per day will be dedicated to Communication Arts and Mathematics. Communication Arts will be broken into separate reading literacy and writing communication arts classes. Math will be broken into problem solving and procedures classes. Studies show that a majority of South City Preparatory Academy's student population will enter 5th grade significantly below grade level in both subject areas¹⁰. This added time will help reinforce skills that students lack while simultaneously preparing students for rigorous college preparatory expectations and standards when they enter high school.

Provide Structure and Order

Effective learning cannot occur in an atmosphere of chaos and disorder. Creating an environment of order and structure, in which teachers can focus on teaching and students can focus on learning, is essential to the ability of South City Preparatory Academy to deliver on its mission. At South City Preparatory Academy, there will be a high code of conduct that is clear, detailed, and consistent throughout the school. The South City Preparatory Academy adheres to the "Broken Windows" theory of school discipline, believing that if a big deal is made about the small issues, then many big problems can be avoided¹¹. Students at South City Preparatory Academy will be expected to wear uniforms, adhere to strict behavior requirements during the school day, and actively participate in classroom activities. Various positive and negative reinforcements will be used to support these high behavioral expectations.

College Bound Culture:

Studies show that a strong college-bound culture, one that ensures high school is not viewed as the end-point of education is essential for success in the 21st Century workplace¹². Every aspect of South City Preparatory Academy will emphasize attending and succeeding in college. Reminders of this strong college culture will be evident throughout the school. With banners in the classrooms and halls, college class names, and college school visits every year; students will realize that college is an expected goal and that success in college is attainable with proper work ethic. In the high school years, students will participate in month-long internships where they not only shadow successful college students, but also learn what the college experience looks like. Additionally, an extensive dual credit program will allow qualifying high school students to get high school and college credit at local colleges and universities.

Education through Service Learning:

Every grade level will engage in year-long service learning activities. During the middle school years, these activities will be most often conducted as an entire class or grade level and organized by the

9 Merseth, Katherine. *Inside Urban Charter Schools*. Harvard Education Press, Cambridge, Massachusetts. 2009

10 KIPP Report Card 2008. Also, Jeremy Esposito, Principle of KIPP Inspire in St. Louis estimates that on average their incoming 5th graders were reading on a 1st grade reading level.

11 Boston Collegiate Charter School (site visit by Mike Malone, 05/05/09)

12 A recent survey was conducted by Deloitte LLP and showed that 70% of high school students say they "definitely" will attend college, but only 27% feel their high school prepared them for college level courses. Deloitte 2009 Education Survey (http://www.deloitte.com/assets/Dcom_UnitedStates/Local%20Assets/Documents/us_leadership_EducationSurvey120109.pdf accessed on 12/03/09).

staff of South City Preparatory Academy. High school community activities will be more intense and more individualized than those of middle school students. Freshman will engage in activities in small groups and gradually design and implement a service learning activity that is part of the graduation requirements at South City Preparatory Academy ¹³.

Family Involvement

Highly effective schools partner with student families in collaborating towards extraordinary student achievement. With the help of each student's family, South City Preparatory Academy's staff will work to convince students that they can reach their goals if they work hard enough, and doing so will make a real difference in their lives. South City Preparatory Academy will assume responsibility for family involvement by engaging with families frequently and in a variety of methods. Every student enrolled at South City Preparatory Academy will attend a meeting with their family and their teacher before the school year begins. This meeting will help outline the high expectations for all entities responsible for that child's education; including family, student, teacher and school. Teachers will contact families frequently and in a variety of methods to keep them updated on student academic progress. At least four times per year, 100% of South City Preparatory Academy's families will participate in parent/teacher conferences. If a family can't attend the conference at school, the teacher will arrange a meeting at the family's house or a third party location.

High Expectations:

Schools that produce outstanding academic outcomes do so in large part because they expect outstanding outcomes of both staff and students. The faculty of South City Preparatory Academy will set measurable goals for improved student outcomes on standard-based tests. Improved student outcomes will be a goal for every student, regardless of proficiency level for every grade and in all core subject areas. By 8th grade, it is expected that a majority of students will meet or exceed state and federal accountability targets as outlined in the No Child Left Behind Act (NCLB). All adults at South City Preparatory Academy will be held accountable and take responsibility for these student outcomes. The Head of School and Director of Curriculum and Instruction's annual evaluations will be partially based on student outcomes, academic growth, and performance. Teacher's will be evaluated and rewarded based on individual, grade wide, and school wide student growth.

A.2: Curriculum and Instruction

The projected student demographics indicate that many students will arrive at South City Preparatory Academy reading, writing, and performing math below grade level. Two periods of mathematics, two periods of communication arts, and Advisory daily for each student provides a structure for emphasis on central academic weaknesses in mathematics, reading, and language usage. Research indicates, and successful schools prove, that the proposed curriculum can be successful with South City Preparatory Academy's anticipated student population.

South City Preparatory Academy's curriculum will be designed and executed using the following beliefs:

- Students need a rigorous, challenging curriculum to successfully prepare them for both college and adult life.

¹³ Academy of the Pacific Rim (site visit by Mike Malone, 05/07/09)

- Students need an engaging, relevant curriculum that fosters skill development, intrinsic learning, and critical thinking.

- Students learn both from the community in which they reside and the global community; both are rich sources of real-life learning connections.

- Students all have individual learning styles, and instruction must be differentiated so all students can succeed.

South City Preparatory Academy will draw on the professional skills of the faculty to help tailor curriculum to students' needs. Teachers and administrators will continually reflect and revise lessons and curriculum to create and administer the best possible education for students. Curriculum will align with Show-Me Standards, Missouri State Grade Level Expectations, Missouri State Course Level Expectations, and any additional standards adopted by the state of Missouri. Instruction will be guided by research, best practices, and, most importantly, student needs. Teachers at South City Preparatory Academy must demonstrate a thorough understanding of student-centered, constructivist instructional strategies. Strategic professional development opportunities will help teachers expand and refine their instructional skills to better serve students.

Literacy Curriculum:

From its inception, South City Preparatory Academy will focus on literacy. Based on current data on St Louis Public School students, it is expected that the majority of the students will need significant remediation to be on grade-level in reading by 8th grade. One of the goals at South City Preparatory Academy is for students to make 1.5 years worth of academic growth in reading and math every year. To do this, South City Preparatory Academy will devote one full period per day to literacy instruction, as well as provide supplemental literacy instruction in academic skills courses and after-school tutoring. Teachers across disciplines will integrate literacy instruction into their curriculum and lessons. Teachers will participate in professional development that will give them enhanced skills in literacy instruction; these skills, along with high expectations for student achievement, are two common features of urban schools that experience great success with literacy¹⁴. South City Preparatory Academy will use Dr. Janet Allen's Plugged Into Reading literacy program, which provides literacy instruction through high-interest, engaging popular texts relevant to students lives, another hallmark of literacy success in urban schools¹⁵. Both literacy and literature study will incorporate primarily multicultural literature in order to provide cultural accessibility to the targeted population of students. Teachers will use NWEA MAP and MAP data to periodically assess student reading levels and measure improvement. This data will allow teachers to tailor their instructional strategies to individual student needs.

Communication Arts Curriculum:

Language arts will be a core focus of the South City Preparatory Academy curriculum. Strong reading, writing, and communication skills are essential for academic success in other disciplines.

¹⁴ Taylor, Barbara M., Pearson, P.David, Clark, Kathleen, & Walpole, Sharon. "Effective Schools and Accomplished Teachers: Lessons About Primary-Grade Reading Instruction in Low-Income Schools." *The Elementary School Journal* 101:2 (2000): 121-169.

¹⁵ Teale, William.H., & Gambrell, Linda.B. "Raising Urban Students' Literacy Achievement by Engaging in Authentic, Challenging Work." *The Reading Teacher* 60:8 (2007):728-739.

Language arts instructors at South City Preparatory Academy will use a reading/writing workshop format for some literacy and all composition instruction, supplemented with explicit literacy and grammar instruction. Teachers will also provide explicit, culturally-responsive instruction in code-switching to heighten students' skills in Mainstream American English.

South City Preparatory Academy will have a writing-intensive curriculum. In addition to the reading/writing workshop model supported by noted middle school advocates such as Nancie Atwell, writing opportunities will be included across disciplines. Composition instruction will employ the workshop method, which focuses on process writing. Writing workshops allow students to spend considerable time at each phase of the writing process, from prewriting to editing. Students conduct writing conferences with teachers and peers, where they give and receive feedback on their work, then use said feedback to revise appropriately. Not only do writing workshops allow students to construct more polished and thoughtful pieces of writing, but they gain a language for talking about writing that strengthens overall writing skills. Each student at South City Preparatory Academy will workshop at least one major piece of writing each marking period, and student work will be gathered in a career writing portfolio that will follow them as they advance through high school. The portfolio will be used in conjunction with NWEA MAP and MAP data to evaluate student progress. Upon graduation, South City Preparatory Academy students will be fully prepared to write at the college level.

Language instruction is vital to the success of South City Preparatory Academy students. Through explicit grammar instruction, students will learn to strengthen their skills using Mainstream American English (MAE). While some students may already speak MAE at home, it is known that many of the students will have other "home languages" whether those be foreign languages or regional dialects such as African American Vernacular English (AAVE). Through culturally-responsive instruction, students will gain skills in "code-switching", the ability to fluently switch between their home language and MAE, and the discretion to know when each is appropriate. Code-switching pedagogies call for employing students' home language to facilitate appropriate nonstandard and standard contexts for writing and speaking¹⁶. This practice honors the cultural and linguistic diversity of the students while giving them currency they can use in mainstream culture. Teachers will be trained, through professional development, specific strategies in code-switching instruction and support. Students will practice code-switching in the classroom and in facilitated opportunities with community groups. Workshop writing, a focus of South City Preparatory Academy composition instruction, is ideal for student-driven analysis of code-switching and dialect translation, as the revision process gives students opportunities to translate between home language and MAE

Literature instruction will be paired thematically with social science coursework throughout the student's career. Interdisciplinary curriculum, especially in humanities, has numerous benefits to students, including increased student motivation, increased student achievement, and increased information retention¹⁷. Students will study literature as part of communication arts coursework that reflects historical

¹⁶ Delpit, Lisa, & Joanna Kilgour Dowdy, eds. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: New Press, 2000.

¹⁷ Wineberg, Sam, & Pam Grossman, eds. *Interdisciplinary Curriculum: Challenges to Implementation*. New York: Teachers College Press, 2000.

events or eras concurrently studies in social science. Literature can also help illuminate the voices of those marginalized in traditional histories, providing richer, more relevant examples for urban students¹⁸ .

Grade	Course Offering
5th	Literacy and Communication Arts
6th	Literacy and Communication Arts
7th	Literacy and Communication Arts
8th	Literacy and American Literature I
9th	American Literature II and Composition
10th	World Literature
11th	World Literature II and Advanced Composition
12th	Dual Enrollment Composition/Cont. Literacy Topics/AP Lit and Comp

Math Curriculum

A key pillar of the school’s mission and education philosophy is an intense focus on math, especially in the middle school grades. Most students will arrive in 5th and 6th grade performing significantly below grade level on math, yet these same students must be prepared for college level mathematics after 12th grade graduation. While not all students will elect to pursue a strictly math-related field in college, South City Preparatory Academy will still prepare them to do so. Students cannot choose to opt out of formal math instruction until the eleventh grade year. Each South City Preparatory Academy student will complete Pre-Calculus/Trigonometry before 12th grade graduation. The question becomes, “What will be done in Middle School to prepare students for such high expectations in High School math performance?”

In light of the continued debate between conventional math curriculum and standards based curriculum, South City Preparatory Academy recognizes the significant strides made in standards based assessment in developing problem solving and critical thinking skills. However, data seems to indicate that each curriculum tends to encourage academic gains relative to the sorts of assessments students are asked to perform. Additionally, South City Preparatory Academy recognizes that significant assessments and necessary life skills come in both forms. Therefore, South City Preparatory Academy will prepare students for both. The chosen Saxon Mathematics curriculum follows a conventional model, though in a more thoughtful, integrated fashion than alternative conventional curriculum. The Investigations and Connected Mathematics curricula follow the standards based model.

All three chosen curriculum for grades 5-8 align with DESE’s GLEs and the strands of Data and Probability, Measurement, Geometric and Spatial Relationships, Algebraic Relationships, and Numbers

¹⁸ Diana B. Turk, Emily Klein, and Shari Dickstein, "Mingling 'Fact' with 'Fiction': Strategies for Integrating Literature into History and Social Studies Classrooms," The History Teacher May 2007 <<http://www.historycooperative.org/journals/ht/40.3/turk.html>> (29 Mar. 2010).

and Operations. Additionally, South City Preparatory Academy’s primarily formative assessment tool, NWEA MAP, follows these same strands and reports for student performance are returned in each of the same five categories. With this continual and immediate evidence, teachers and students can identify those strands of math in which standards have been achieved and those that need continued instruction. Finally, because the Investigations and Connected Math curriculums are taught by units related to each of these five strands, re-teaching and intervention when a student has not understood a strand at the necessary grade level as indicated by the NWEA MAP or internally created assessments will be efficient, structured, and effective.

Grade	Course Offering
5th	Investigations and Saxon Math
6th	Connected Math and Saxon Math
7th	Connected Math and Saxon Math
8th	Connected Math and Saxon Math
9th	Algebra I and Geometry
10th	Algebra II
11th	Pre-Calculus/Trigonometry
12th	AP or Dual-Enrollment Calculus

Science Curriculum:

The National Science Teachers Association states that curriculum for Middle Level Science should “nurture curiosity about the natural world and include ‘hands-on, minds-on’ inquiry based-science instruction.”¹⁹ Influenced by constructivist methods, South City Preparatory Academy’s science curriculum adopts this ideology entirely. In using the curriculum developed by Cambridge Physics Outlet, South City Preparatory Academy’s science classrooms will aim to spend nearly 80% of class time on science investigation and practice. Literally, South City Preparatory Academy students will learn to be scientists by “doing science”. This sort of inquiry-based learning is analogous to the standards based approach in mathematics, and students will recognize a coherency of teaching methods in both classrooms. This approach will demand that South City Preparatory Academy science teachers be instructed in the correct implementation of CPO Science curriculum; however, this is simplified dramatically by the all-inclusive curriculum set that CPO has developed.

CPO Science aligns with DESE’s GLEs for 5-8 grade Science in each of the 8 strands. Strands 1 and 2 are primarily met in the Physical Science course, Strands 3 and 4 in the Life Science course, and Strands 5 and 6 in the Earth Science course. Strands 7 and 8 are met substantially in all three. Since the state requirements do not follow the division of CPO Science in terms of course headings, some integration is necessary between grade levels. For example, weather and the water cycle are necessary skills for 5th

¹⁹ National Science Teachers Association. Official Position Statement: Science Education for Middle Level Students.

grade classrooms but are covered in the 7th grade Earth Science CPO curriculum. For this unit, the 5th grade rooms would use the unit covering this particular topic from the 7th grade course curriculum. South City Preparatory Academy also will adopt the Physics First model of high school Science. With this as a foundation and following directly after the Physical Science of 8th grade, high schools students will be well prepared to move on into Biology, Chemistry, and high level elective courses such as Physics II, Biology II, Chemistry II, or Anatomy and Physiology.

Grade	Course Offering
5th	Life Science Integrated
6th	Life Science Integrated
7th	Earth Science Integrated
8th	Physical Science Integrated
9th	Physics First
10th	Biology
11 th	Chemistry
12th	AP or Dual-Credit Biology, Chemistry, or Physics

Social Science Curriculum

South City Preparatory Academy recognizes the need for background knowledge and exposure for students, especially those in an urban environment. Additionally, a key pillar of South City Preparatory Academy’s school mission is an intense emphasis on literacy, especially in the middle school grades. Therefore, South City Preparatory Academy will integrate social sciences seamlessly with communication arts from 5th grade through 12th grade. This occurs not only in the course offerings, but also in common lesson planning and assessments between grade-level teachers of both subject areas. Studying literature from or about particular time periods will illuminate social history of period studies in social studies coursework. Social studies teachers in the middle school grades will be trained to be as adept at reading strategies as their communication arts colleagues. In fact, as the NWEA MAP assessments accumulate student achievement information, social studies lessons will be derived from the language usage and reading data.

Social studies content, whether in 5th grade Geography or 12th grade Civics, will be geared toward expanding students’ background knowledge through intense focus on the achievement of content standards of the State of Missouri. The following courses adhere to the general outline of content set by DESE’s GLEs and CLES with a few advantages. First, American Government and Economics are offered as explicit courses in the Middle School years. As a result, students should be better prepared to deal with the more subtle and complex issues of the History of the United States and the History of the World in 8th grade and High School. Second, Both the History of the United States and the History of the World are taught as two-year courses, one year continuing on the progress of the previous. As a result, more time can be spent analyzing key events and drawing out with students the full implications of the events of history. Third, working with the Communication Arts department for each grade level gives students

another chance to connect these formative content ideas with their own personal experiences or experiences of their families.

Finally, a key pillar of South City Preparatory Academy’s school mission is education through service learning. As a scientist is best prepared when “doing science”, so too, is a citizen best prepared for citizenship by learning to serve and give back to their community. The Social Studies curriculum organizes year-long community activities for each middle school grade level. In high school, service learning activities will become more intense and more individualized; culminating in a Civics class senior year that not only provides the content of what it means to be a citizen in the United States, but also is a reflective course of what personal activism has done for both the Community and the individual student. Service-based learning curricular materials will be gathered from resources such as the Learn and Serve Clearinghouse.²⁰

Grade	Course Offering
5th	Geography
6th	Geography and Ancient World History
7th	American Government and Economics
8th	History of the US to 1865 (American Literature)
9th	History of the US after 1865 (American Literature)
10th	World History to 1500 (World Literature)
11th	World History after 1500 (World Literature)
12th	American Government/Civics, or Dual-Enrolled US History, World History, Psychology or Sociology

Please see Appendix A for sample 5th Grade lesson plans in the four core subject areas of Math, Literacy, Social Studies and Science.

Dual Credit Program:

South City Preparatory Academy is committed to preparing its students for success in college and beyond. Since many of the school’s students will be the first person in their families to attend college, it is essential that students get a head start and have a chance to gain college credits while in high school. It is part of the school’s vision that graduates advance to college with over 8 hours of college credit. According RSMo 167.223, public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Several different programs are currently available to students living in St. Louis who are interested in earning college credit while in high school. All of these options will be explored by the Head of School, high school principal (when hired in Year 4), and college guidance counselor (when hired in Year 6). South City Preparatory Academy will be open to developing additional partnerships with its sponsor or other entities over the next several years.

²⁰ www.servicelearning.org

Some current dual credit options for high school students living in St. Louis include:

- St. Louis University's 1818 Advanced College Credit Program.²¹
- University of Missouri-St. Louis' Advanced Credit Program. ²²
- St. Louis Community College's Dual Enrollment Program. ²³

Increasing Student Access to College:

A true college preparatory high school offers a rigorous curriculum, has high expectations, prepares all students for success in college, and helps to increase access to college for all students. Assuming over 80% of South City Preparatory Academy's students will qualify for Free/Reduced Lunch, many students will need extensive financial aid to attend college. By the 6th year of operation (or earlier if possible), South City Preparatory Academy will hire a guidance counselor specifically tasked with assisting families in navigating college preparation, applications, financial aid and enrollment. At minimum, this guidance counselor will facilitate partnerships with area colleges and universities, arrange college visits, assist with college applications, and individually assist families with filling out financial aid forms. The guidance counselor will make every effort to stay connected with South City Preparatory Academy graduates after they leave high school. A formal mechanism will be created for gauging graduate success in post-secondary education. The transition from high school to the first year of college can be a highly stressful time for a student, and South City Preparatory Academy's guidance counselor will work with families to assist in this transition.

Professional Development:

Rigorous, high-quality professional development is paramount to the success of South City Preparatory Academy. South City Preparatory Academy will cultivate a faculty committed to continual reflection, refinement, and innovation in the education profession, and accordingly will allot appropriate time to do so. Faculty will utilize information, ideas and strategies learned from professional development to constantly evaluate and refine their own curriculum, instruction, and classroom management. The Director of Curriculum and Instruction will be responsible for ensuring that teachers are using this information in their classrooms.

Calendar:

First and foremost, South City Preparatory Academy's calendar schedules six weeks of classes, one week of intensive professional development and staff collaborative time, and two weeks break during year-round schooling. The first week of each two-week break will be just for school staff and will be spent on intensive professional development and staff collaborative time. This not only allows for frequent, comprehensive assessments of student progress, but includes extensive collaborative time where the faculty can learn from each others' strengths to better serve students. Each academic year will begin with five days of professional development and collaborative time, and Year One will open with ten days in order to build shared vision, focus, and norms among faculty and staff.

²¹ <http://www.slu.edu/x15948.xml>

²² http://www.umsl.edu/continuinged/acp/acp_policies.html

²³ http://www.stlcc.edu/admissions_and_registration/Getting_Started/Dual_Enrollment.html

Professional work weeks will allow faculty to extensively analyze data, including NWEA MAP and internal formative assessments, collected over the previous six weeks in order to tailor upcoming instruction to student needs and create all-school, targeted, collaborative plans for struggling students. Frequent, scheduled data analysis will effectively limit how far a student can “fall behind” as problems are identified and remedied quickly. Faculty will also use workweek time to discuss shared study items, attend workshops and conferences, meet with parents, and plan.

Extensive shared study:

South City Preparatory Academy will assemble a teaching staff committed to developing a school climate that produces high levels of achievement while affirming and celebrating students’ strengths. Teachers will undertake shared study on a variety of topics that will promote self-reflection and continual development and refinement of pedagogical skills. Collaborative shared study calls faculty to develop a strong sense of community, the glue of which is collective responsibility for student learning²⁴. Faculty will be expected to incorporate concepts from shared study into their daily instruction, and will document and refine their progress over the course of the school year, eventually integrating those concepts into the academic fabric of the school. For example, if teachers are studying a text on culturally-responsive teaching, instructional goals during that time, articulated during shared study and evaluated by the Director of Curriculum and Instruction, may focus on integration of skills such as call-and-response, explicit direction-giving, or use of imagery or visual thinking. Scheduled observations will evaluate teachers’ use of the targeted skills until said skills are fully integrated into daily instruction. Teachers who have mastered skills will help less-experienced teachers in developing their craft.

Possible Shared Study Units

PD Unit	Skill Focus	Possible Staff Study Texts
Culturally Responsive Teaching	Code-switching, curriculum situated with culture, explicit communication of high level expectations, positive family/school relationships, culturally appropriate instructional strategies	Other People’s Children- Delpit, Culturally Responsive Teaching: Lesson Planning for Elementary and Middle Grades- Irvine and Armento, Strategies and Lessons for Culturally Responsive Teaching- Chartock
Reading Across the Curriculum	Intensive literacy instruction, literacy skills for non-language arts classrooms, vocabulary building	50 Literacy Strategies for Culturally Responsive Teaching K-8- Schmidt and Ma, Building Background Knowledge for Academic Achievement- Marzano, Improving Literacy Achievement in Urban Schools- Wilkinson, Morrow, & Chou

²⁴ Harris, Alma, & Daniel Muijs. *Improving Schools Through Teacher Leadership*. New York: Open University Press, 2005.

PD Unit	Skill Focus	Possible Staff Study Texts
Differentiation	Recognition of learning styles, alternative methods of assessment, innovative instructional strategies	Classroom Instruction That Works- Marzano, How to Differentiate Instruction in Mixed Ability Classrooms- Tomlinson
NWEA MAP Training	Use of the assessment tool for students, analysis of NWEA results	Stepping Stones to Using Data, Climbing the Data Ladder- both presented by NWEA.

Common Planning Time

While learning from experts outside the school community is vital to professional growth and student achievement, collaborative time among educators, school staff, and vested community members, including family members, strengthens commitment to the mission of South City Preparatory Academy and provides support for all members of the school community. Each day, teachers will have shared planning time that will allow them to triangulate data from student assessments, as well as collaborate on lesson plans, curriculum design, and classroom management. Common planning time allows teachers collaborating across disciplines, such as communication arts and social science teachers, time to plan interdisciplinary units and lessons. Collaborative time also allows teachers a chance for shared reflection and emotional support, as well as observation in the classrooms of master teachers.

A.4: School Calendar and Daily Schedule

School Calendar:

South City Preparatory Charter School will have both an extended school day and an extended school year. In compliance with RSMo 160.041, South City Preparatory Academy will have 174 days and 1,044 hours of regular instruction for all students in grades 5-12. Additionally, South City Preparatory Academy will have a required 20 day summer school for a total of 194 school days. An extended school day will further expand the hours of regular instruction to approximately 1,500 per year.

Every year, students at South City Preparatory Academy will attend school 50% longer than students in traditional public schools in Missouri. Students will attend school for 1.5 more hours per day than their counterparts attending St. Louis Public School campuses. This extended day will give teachers more time to focus on individual student needs and to assist with work assigned as homework. Evidence from other successful urban schools suggests that an extended day is absolutely necessary to prepare high risk students for success in high school and college. Over the course of a student's eight-year career, an extended school day and school year will equate to almost three full years worth of additional instruction. The extended school year and extended school day are the backbone of South City Preparatory Academy's college preparatory mission, vision and educational philosophy.

In the fall of 2011, teachers will be required to report in late July/early August. Students will start class in middle of August. In compliance with RSMo 171.031.3, the Board of Directors will set up an earlier school start date than ten days prior to the first Monday in September. This public meeting will take place in the spring of each proceeding year at the same time the board is ratifying the following year's calendar.

One of the most unique aspects of South City Preparatory Academy will be the implementation of a year round school program. Studies indicate that high risk students show the same academic gains as more affluent students during the school year. It is during the summer break when students spend more time at home and in their community that the achievement gap is accelerated²⁵. South City Preparatory Academy will not have a traditional summer break but instead will be designed along the academy model: six weeks of school, one week teacher in-service, and one week whole school break. This model will allow teachers to analyze data, develop collaborative lesson plans, and develop their craft. This model will benefit students by significantly reducing the effects of the summer learning gap.

Please see Appendix B for a proposed annual calendar for the 2011-2012 School Year.

Daily Schedule:

South City Preparatory Academy's daily middle school schedule is built upon three pillars; intense focus on the core subject areas, extended time on task, and collaborate planning time for teachers. The following is a proposed schedule for 5th and 6th grade students during the 2011-12 school year.

7:30-8:00 Arrive at School, eat breakfast.

Reasoning: Eligible students qualify for free/reduced breakfast provided by the school and reimbursed by the state. Studies have shown that a good breakfast can enhance student achievement over the course of the day and these same studies show that many poor, typically minority students do not get a nutritious breakfast at home.

8:00-8:15: Advisory Class

Reasoning: Teachers will take attendance, students will hear morning announcements, make their own announcements, have a dress code check, and hand in all homework. Homework is distributed to all the appropriate teachers. This process allows the school to follow up with parents of students who have not turned in homework or are out of dress code. Also of note, the advisory teacher and class will remain the same for at least four years (5-8 in middle school, 9-12 in high school).

8:15-9:15 Functional Math

Reasoning: The first Math class of every day will spend a majority of the time on basic skills (number sense, multiplication tables, etc.)

9:15-10:15 Language Arts Class I

Reasoning: The first Language Arts class will be more focused on basic reading skills and reading comprehension. With most students' 2-3 grade levels behind in reading, it is absolutely necessary that students have two periods of language arts.

10:15-11:15 Applied Math

Reasoning: The second Math class will emphasize the application of mathematics to real world problems. The basic skills acquired in Math I will be linked to situations and contexts that are relevant to the students' lives.

11:15-12:15 Reading Class II

²⁵ Alexander, Olson, Entwisle, Lasting Consequences of the Summer Learning Gap, American Sociological Review, 2008. Vol. 72 (April: 167-180).

Reasoning: The second Language Arts class will be more focused on writing, spelling and grammar.

12:15-12:45 Lunch

Reasoning: A 30 minute lunch period is plenty of time for students to eat and socialize. Additionally, this period, combined with the following elective period, will give teachers 75 minutes of common planning time.

12:45-1:30 Electives

Reasoning: Electives such as Art, Music, PE and Foreign Languages are extremely important in developing well rounded students and will be offered throughout the week on a rotating basis.

1:30-2:30 Science

Reasoning: In the state of Missouri, the state assessments test reading, math and science. The science curriculum will be rigorous and aligned to state standards. Special emphasis will be put on preparing students to take upper level science courses once they enter high school.

2:30-3:30 Social Studies

Reasoning: The social studies curriculum will be aligned to Missouri state standards and will also include lessons on civic responsibility and social justice.

3:30-4:30 Advisory Class:

Reasoning: Students will begin the day with their advisory class and end the day with the same class. This longer period will be dedicated to completing homework, working on individual student academic goals, individual tutoring and other projects. This is not a study hall, but realizing that many high risk students do not have a quiet and safe place to do work at home; this class will allow them to make significant progress on their work before they leave school.

4:30: Regular Dismissal:

Reasoning: The extended school day is absolutely necessary to insure students are prepared for a college preparatory high school. Coupled with a year round school, students at South City Preparatory Academy will attend school over 350 hours longer than their peers at traditional district schools.

4:30-5:30: After School Activities

Reasoning: Both voluntary and non-voluntary (depending on the reason). Voluntary activities could include various clubs and sports. Non-voluntary would be after school detention due to behavior or academic issues (lack of homework, dress code, etc.).

A.5: Target Population

South City Preparatory Academy will open in the 2011-2012 School Year with 100 students in 5th grade and 100 students in 6th grade. Each additional year, the school will add 100 new 5th graders and fill open seats in later grades caused by attrition. Anticipating a highly mobile²⁶ student population that may move in and out of the city, South City Preparatory Academy anticipates a 10% attrition rate per year. Incoming students seeking to fill open seats will be given a diagnostic assessment upon enrollment and placed in the most appropriate grade level. Each grade level will be capped at 100 students. It is expected

²⁶ Ingersoll, G. Geographic Mobility and Student Achievement in an Urban Setting

that some families will not be willing to have their student placed in the most appropriate grade level, therefore, it is anticipated that not all seats will be filled at each grade level. In the 7th year of operation (2017-2018), South City Preparatory Academy will be fully enrolled, 5th-12th grade, with approximately 621 students.

Anticipated Enrollment Table

<u>Grade Levels</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
5 th	100	100	100	100	100	100	100
6 th	100	100	100	100	100	100	100
7 th		90	90	90	90	90	90
8 th			81	81	81	81	81
9 th				73	73	73	73
10 th					65	65	65
11 th						59	59
12 th							53
<u>Total Students</u>	<u>200</u>	<u>290</u>	<u>371</u>	<u>444</u>	<u>509</u>	<u>568</u>	<u>621</u>

South City Preparatory Academy will be located in either the 63116 or 63118 zip codes within the city of St. Louis. Even though the school will not set a geographic preference, extensive marketing and outreach will take place in those target zip codes. According to the most recent census data²⁷, approximately 25,000 residents of 63116 and 63118 are between the ages of 0-19. Additionally, over 50% of the population is non-white and 68% of households make less than \$35,000. Equipped with this data, work done by IFF²⁸, and the experience of other public schools in the area, it is expected that 80% of South City Preparatory Academy's students will be non-white and 80% will qualify for free/reduced lunch.

Category	63116	63118
Population	51,500	27,800
High School Degree or Higher	72%	60%
Living Below Poverty Line	16%	32.1%
Median Household Income	\$30,775	\$23,553
White	71%	36.6%
African-American	17.5%	52.4%
Children in public schools	51%	77%
Total number of K-12 students	8,645	5,868

²⁷ www.zipskinny.com. 1/20/10

²⁸ Public Schools in St. Louis: Place, Performance, and Promise, (IFF and National Association of Charter School Authorizers)

South City Preparatory Academy will draw a majority of its students from 63116 and 63118 zip codes. The zip codes of 63116 and 63118 along with their surrounding neighborhoods face difficult social, economic, and educational challenges. According to a recent study conducted by IFF, these two zip codes rank 5th and 6th most in need of a high performing school²⁹. On the 2007-2008 MAP Assessment, there were no traditional public or charter public schools in these zip codes that made Adequate Yearly Progress (AYP). Census data indicates that over 6,500 K-12 students living in those zip codes do not have access to a quality public school of any kind.

Analysis of the performance data of middle schools and high schools within these zip codes shows a depressing reality and a dramatic need. On the 2008 MAP test, district and charter public schools in 63116 averaged 14.4% Proficient/Advanced on the Communication Arts section, and 12.1% Proficient/Advanced in Math. Likewise, district and charter public schools in 63118 averaged 13.6% Proficient/Advanced on the Communication Arts section, and 17.4% Proficient/Advanced on the Math section of the 2008 MAP test. When averaged together and estimated across the entire student population, less than 2 in 10 students living in these zip codes and attending public district or charter schools can read and do math on grade level.

Please see Appendix C for a matrix of all public, charter, and private schools within South City Preparatory Academy's targeted zip codes.

Students and families living within the 63116 and 63118 zip codes need high quality public school options. More specifically, there is an even greater need for a rigorous college preparatory school serving middle and high school students.

South City Preparatory Academy expects to enroll a predominantly high risk student population and expects to prepare them for success in college. An intense focus on basic skills during the middle school years, extended school day, year round school, and a service learning focus will not only allow these students to catch up to their peers in more affluent school districts, but will create high school and college students who have the skills and motivation for success in a multitude of fields.

An intense focus on basic skills during the middle school years will meet the needs of these high risk, SPED, and ELL students. At least two hours per day will be dedicated to reading and writing; two areas that these student populations are most in need of remediation. Additionally, a literacy rich social studies curriculum will give these students more reinforcement and practice in mastering communication arts skills. Every day, one hour of math will be dedicated to "drill and skill" (Saxon Math) and an additional hour will be dedicated to the application of math specific critical thinking skills (Investigations and Connected Math). No matter the depth of knowledge students bring to South City Preparatory Academy, all students will benefit from the additional time spent in math and communication arts.

Both the extended school year and year round school model will bring a tremendous amount of benefit to high risk, SPED and ELL students attending South City Preparatory Academy. Within the confines of a traditional school model, there is not enough time on task for academically struggling students to catch up with their peers. Because of this reality, South City Preparatory Academy will require students to attend 1.5 more hours of school every day than students at traditional public schools in St. Louis. This time will be a part of the traditional school day and will allow school staff to make sure students are

²⁹ Public Schools in St. Louis: Place, Performance, and Promise, (IFF and National Association of Charter School Authorizers), 30-31

mastering the necessary skills to be prepared for college when they graduate. A year round school will help reduce the amount of information that is not retained when students take a 2-3 month summer break. Students will notice an intense school-wide focus on making sure learning takes place all year round; not just for nine months. All students will benefit from this schedule, however, it is anticipated that those most in need of academic support will be the highest beneficiaries.

Instruction at South City Preparatory Academy is specifically designed to provide support to high risk, SPED, and ELL students. A consistent structural method will be used across subject areas and classrooms. Students can expect to see a common board configuration, common expectations for assignment quality, and similar classroom structure. Teachers will be given the freedom to deliver curricular material in the method most effective for their classroom and natural teaching skills. Every classroom will use extensive differentiation to make sure that each student is mastering the material being presented. Frequent formative assessments will measure individual student progress and inform the instructional practice of the teacher.

Students at South City Preparatory Academy will loop with their teachers during the middle school year. During 5th and 6th grade, students will remain with the same teachers for literacy, communication arts, and mathematics for two years. Looping allows teachers and students to form stronger relationships. Teachers become more finely attuned to individual student needs and students gain comfort from familiar leadership. In 7th and 8th grade, students will loop with the same departmental "team" that is solely responsible for that group of student's needs.

A.6: Special Student Populations

South City Preparatory Academy is committed to providing an academically rigorous and supportive free and appropriate public education (FAPE) to all students, and will thereby accommodate the unique educational needs of any student with Limited English Proficiency (LEP), requiring an Individualized Education Program (IEP), and/or Gifted and Talented services, under Missouri state law. At South City Preparatory Academy, children with disabilities will receive a free and appropriate public education in the least restrict environment (LRE) possible. To the maximum extent possible, students with disabilities will be educated with students who do not have disabilities. School staff will strive to include students in regular education classes.

Special Education Process at South City Preparatory Academy:

Students enrolling at South City Preparatory Academy will not be discriminated based on physical and/or mental disability. If students arrive at South City Preparatory Academy with an Individualized Education Plan (IEP), then that student will receive all services specified in that IEP. Within the first 30 days of enrollment, an IEP meeting will be scheduled at a mutually agreed upon time and place with the parents of the student. The purpose of this meeting will be to accept student's previous IEP and Evaluation or determine that a new IEP or Evaluation should be created.

If a student does not have an IEP, but it is suspected that the student has a disability, the teacher or other school staff will give the student's information to the school Child Study Team (CST). The CST will be made up of school staff and will help determine if a child has a suspected disability. The CST can assist the teacher in implementing different researched based interventions with that particular student, will evaluate examples of student work, and will track progress with the intervention. During follow up meeting, the CST will recommend if a student should be evaluated for a disability.

Parents of the student may also request that the student be evaluated. This request could be in either a written or oral form, however, signed consent must be provided by the parents on a Notice of Action before their child is tested as a part of their evaluation. Within 60 days of receiving the written consent, qualified personnel of South City Preparatory Academy will complete the testing and an evaluation meeting will be held.

If it is determined that the student is a “child with a disability” as defined by IDEA, he or she is eligible for special education and related services. Within 30 days, the school will convene an IEP team to develop an Individualized Education Plan for the student. The IEP team will be made up of a regular education teacher, special education teacher, Local Education Agency Representative, student (when appropriate), parent or guardian, and all other relevant individuals including therapist, counselors, nurses and administrators who are important in the planning and implementation of the IEP. The purpose of this meeting is to talk about the child’s unique educational needs, write the IEP, and then determine placement based on the IEP. The IEP team will meet to review the child’s IEP at least once a year to determine whether annual goals are being achieved. At least once every three years, all students with IEP’s will go through a reevaluation which could include retesting of the student.

As much as possible, students with IEP’s will receive accommodations and services in a least restrictive environment (LRE). Regular education teachers will provide necessary accommodations and special education staff will support students in and out of the general education classroom. A full range of placement will be considered for the student, and decisions made will be based on the IEP team’s determination of the individual student’s right to a Free Appropriate Public Education.

It is anticipated that 14%³⁰ of South City Preparatory Academy’s student population will qualify for special education services. Two special education teachers will be hired in the first year to provide services for these students. Additionally, South City Preparatory Academy has budgeted \$40,000 in the first year for contracted special education services like a School Psychologist or other related services. South City Preparatory Academy is currently in negotiations with other charter schools regarding forming a special education cooperative. This cooperative would allow individual schools to provide a wide range of services, and provide other “economy of scale” benefits for small, individual charter schools.

Limited English Proficiency:

Based on the demographic data from surrounding neighborhoods, it is assumed that less than 5% of students will have Limited English Proficiency (LEP). School staff will be prepared to accommodate these students in the most effective way possible. If necessary, the school will hire or contract out for LEP services and assistance.

South City Preparatory Academy will implement an English for Speakers of Other Languages (ESOL) approach to educating students with Limited English Proficiency. Depending on the need and number of students, several different strategies may be used³¹:

³⁰ State average as reported by the Special Education Advisory Panel and DESE (03/23/10).

³¹ Taken from instructional models provided by the Missouri Department of Elementary and Secondary Education (DESE).

Structured ESOL Immersion: If this strategy is necessary, South City Preparatory Academy will provide a bilingual teacher who will work with students in a self-contained classroom. This strategy could be used if a significant number of students are in need of such assistance.

Content-based ESOL: This strategy is most likely to be used at South City Preparatory Academy. If possible, students will not be removed from the regular education classrooms, as the content will be delivered in a way that makes the content understandable for the student. If this strategy is used, individual or school wide professional development, such as Sheltered Instruction Observation Protocol will be used to train staff in the most effective methods for such delivery.

Pull-out ESOL: This strategy uses one or two qualified ESOL teachers to use pull-out time and work with individual students in a one-on-one or small group environment. Every effort will be made to make sure at least one teacher on staff has an ESOL certification.

A.7: School-Specific Goals and Objectives

Proposed student goals and outcomes

Academic Goal #1: At all grade levels, students at South City Preparatory Academy will average 1.5 years of academic growth across all subjects as measured by multiple administrations of the Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP).

Additional Information: The test will be administered four times each school year. Training will be provided to administrators and staff prior to the start of school for both administration of the test and interpretation of data results. Data will be accessible to administrators and teachers after each assessment to best target areas of need and recognize areas of success. The board and sponsor of South City Preparatory Academy will receive general assessment reports from the test after all four testing periods.

Academic Goal #2: During the term of South City Preparatory Academy’s charter (5 years), the following percentage of combined students at all grade levels will score at or above proficiency on the annual MAP Test.

2011-12 School Year: 30%

2012-13 School Year: 40%

2013-14 School Year: 50%

2014-15 School Year: 60%

2015-16 School Year: 70%

Additional Information: South City Preparatory Academy will use the data reported by the Missouri Department of Elementary and Secondary Education (DESE) to measure the achievement of this goal. DESE’s confidence interval (CI), growth measure (G), and safe harbor (S) and confidence interval for safe harbor (SC) provisions will be calculated in measuring this goal.

Non-Academic Goal #1: South City Preparatory Academy will maintain a 95% attendance rate during 2011-12 school year.

Additional Information: Attendance rate will be tracked with the Student Information System (SIS) and analyzed monthly. Subsequent years will seek to maintain at least a 95% attendance rate.

Non-Academic Goal #2: South City Preparatory Academy will demonstrate an 85% overall satisfaction rating in an annual survey administered to students, teachers and parents and/or designated legal guardians of students attending the school during each academic year.

Additional Information: South City Preparatory Academy will work with its sponsor to develop a short satisfaction survey addressing areas of academic achievement, school climate, safety, school culture, accessibility of staff, individualized attention, and perceived happiness of students. The survey will be administered in a fashion respecting respondent's anonymity. The survey will be accessible in various formats to accommodate the varying needs of the school's stakeholders. South City Preparatory Academy administration will receive responses from 90% of the school's stakeholders (students, teachers, parents and/or legal guardians).

A.8: Assessment

South City Preparatory Academy is committed to continually using assessment data to drive instruction and decision making. Visitors to South City Preparatory Academy will see a high performing school that is dedicated to using assessment and other student data extensively to improve student learning and teacher practice. The school wide student information system (SIS) will provide a computer based program to enable all staff members to access and review student data. Because of the unique school calendar, staff will receive extensive training to effectively analyze and use student data. The results of frequent assessments will be used to identify needs for improved teacher performance and to identify exemplary teacher practices. All instructional decisions at South City Preparatory Academy will be data driven and based on the results of multiple forms of assessment.

Assessments at South City Preparatory Academy encompass a variety of summative and formative evaluation pieces that are national recognized and teacher created. These assessments include:

Missouri Assessment Program (MAP):

As required by RSMo 160.518, South City Preparatory Academy will participate in the both the MAP (5th-8th grade) and End of Course Exams (9th-12th, as applicable). During the first three years of operation, assessments in Communication Arts, Math, and Science (when applicable) will be administered according to state law and requirements in the spring of every school year. Starting in the fourth year of operation, all high school students at South City Preparatory Academy will take the applicable End of Course (EOC) exam. Understanding the requirements of the Federal No Child Left Behind Act (NCLB), the Board of Directors has established school wide goals specifically tailored to MAP test results. It is expected that students will show significant progress the longer the students are in attendance at South City Preparatory Academy. Using student ID numbers (as provided with MOSIS), the staff of South City Preparatory Academy will analyze MAP results not just at the school wide level, but also with individual students. The MAP results are limited with showing growth over the course of one school year, but they are powerful for showing student and school progress over multiple years.

Northwest Evaluation Association's Measurements of Academic Progress (NWEA MAP):

The NWEA MAP is a computer-based adaptive formative assessment that will be administered four times per year. During the first several years of operation, this assessment will be given in Communication Arts and Mathematics. The NWEA MAP is aligned to the Missouri state standards and will serve as an important measurement of student progress toward individual goals. Within 24 hours after the first testing window in August, South City Preparatory Academy staff will know exactly what skills and standards individual students have mastered or are in need of remediation. Classroom differentiation will occur seamlessly and immediately using this powerful and rich data. Once the second testing window is finished, the school staff will be able to measure individual student growth for the first four months of school. By December of the first year of operation, South City Preparatory Academy expects to demonstrate significant student growth with a nationally recognized formative assessment.

Professional development at South City Preparatory Academy will strongly align to interpreting the rich set of data provided by the NWEA MAP. The entire staff will attend the Stepping Stones to Using Data and Climbing the Data Ladder workshops offered throughout the year by the MCPSA/NWEA Consortium. When the assessment highlights learning gaps or weaknesses, staff will adjust future lesson plans to reinforce these skills. Further school created professional development will assist teachers in designing effective lesson plans and creating a dynamic and differentiated classroom.

Specific teacher data gleaned from the NWEA MAP will be a part of South City Preparatory Academy's performance based pay program and teacher evaluations. Teachers demonstrating significant student growth over the course of the year will be rewarded for that growth. Along the same line, teachers that do not show significant growth as recorded by the NWEA MAP will be considered for possible dismissal. This is not intended to put added pressure on teachers nor encourage them to "teach to the test", but rather to encourage teachers to monitor individual progress and to offer "no excuses" in getting students prepared for success in college.

Teacher created formative assessments:

Aligned to the Missouri state standards, teacher created interim assessments will be administered at the end of each six week period. Assessments will include various strategies to measure student progress including short answer, essay, multiple choice, and student portfolios. Each assessment will follow the curriculum maps created by the teachers before the start of the school year. Curriculum maps will be adjusted as necessary over the course of the year based on student progress.

Teachers will accumulate the results from these assessments and use these results to inform their lesson planning and instruction for the next six week period. Teachers will use these assessments to benchmark student progress toward mastery of skills that are necessary to be promoted to the next grade level. All teachers will receive professional development training in creating high quality formative assessments.

Assessment results will be stored in the school wide student information system (SIS) and will be evaluated in concert with the state MAP scores, NWEA MAP scores, student attendance, discipline records and other relevant data. School wide decision making will be based on the data generated from these various assessment measures. South City Preparatory Academy is committed to establishing a culture of continual improvement that is constantly making data driven decisions at every level of the organization.

A.9: School Climate and Discipline

Theory of Climate and Discipline:

The climate and discipline of South City Preparatory Academy will be grounded on three key principles:

Broken Windows Theory: Originally developed by James Q. Wilson to explain how cities can lower their crime rates, this belief states that simple acts of disorder lead to even larger issues. At South City Preparatory Academy, this will be practically applied by making a big deal about the small things so that larger issues can be avoided. The staff of South City Preparatory Academy will ensure that students are adhering to every rule; no matter how big or small. By requiring that every student be in proper dress code the entire day, clothing with gang attire or sloppily dressed students will not be accepted. By not allowing students to snicker at teachers in the back of the room, larger issues of student disrespect will be avoided. By requiring students to be quiet and respectful in the hallways; fights and injuries can be avoided. By disciplining students who make fun of fellow students; larger issues of bullying and fighting are alleviated.

Sweating the Small Stuff: The culture and climate of South City Preparatory Academy will be defined by this philosophy. Every possible piece of the school day will be designed according to the mission to allow the vision of the school to be accomplished. Everything from student planners, teacher board configurations, classroom participation and student discipline will be attended to with the utmost detail. An excellent example of this principle in action is the expectation that all students will practice SLANT³² during every class. SLANT is a behavioral expectation that students adhere to when in class or listening to speakers. It stands for **S**it up, **L**isten, **A**sk and answer questions, **N**od your head so people know you are listening, and **T**rack your speaker by keeping your eyes on whoever is talking.

High Expectations: South City Preparatory Academy will expect the best from both the students and staff. Missed homework assignments, tardiness, and poor citizenship will not be expected from students. Accordingly, school staff is expected to have a “whatever it takes” attitude and to dedicate itself to the success of the school.

Dress Code:

A strict dress code helps to focus adolescents on the task of learning and eliminates distractions that stem from commercialism, gang affiliations, and choices in style. South City Preparatory Academy will have a mandatory uniform policy across all grade levels that mirrors the college preparatory culture and ethos of the school.

A typical South City Preparatory Academy middle school student will have slacks, shorts or skirts that are of an appropriate length/size and that fit securely above the waist. Belts will be required and sagging pants will not be allowed. A white button up shirt will be required for all students, along with a sweater or tie depending on the occasion. In line with the “sweating the small stuff” philosophy, limits will be put on jewelry size and style and tattoos will be covered up.

High School students will have similar dress code requirements except when attending college visits, taking college courses, or serving in the community. Specific dress code requirements at such events will be determined depending on the nature and context of the event. At minimum, it is expected

³² As used by other schools such as KIPP, Uncommon Schools, Achievement First.

that the dress code of South City Preparatory Academy students will be respectful and appropriate to the specific situation.

Behavior Code:

South City Preparatory Academy will invest a significant amount of time and effort in explicit character development and values education. Modeled after other highly successful urban school models³³, South City Preparatory Academy will use the REACH³⁴ method as the code of behavior:

Respect

Enthusiasm

Achievement

Citizenship

Hard Work

School staff will grade each component and sub-component on a scale of 1 (great) to 5 (poor). Both students and teachers will fill out REACH evaluations for individual students daily, weekly and every six weeks. REACH evaluations will be tracked and used to inform student character development individually and school wide. The results of REACH evaluations will be explained to parents at all parent/teacher conferences, and progress of students across years will be used as students move up in grade level.

Please see Appendix D for an example REACH Evaluation Rubric.

Student Discipline:

Despite the best efforts and the best intentions, middle and high school students will make mistakes and require discipline. At South City Preparatory Academy, responsibility for student behavior will be a school wide expectation. Every authority figure in the school is responsible for making sure the students are meeting the high expectations for student discipline.

Consequences for inappropriate behavior will be handled by the teacher or administration; depending on the situation. Evidence suggests that student achievement is higher in schools where student discipline issues are addressed at the administrative level³⁵ therefore, student behavior that is disruptive to the classroom environment, as determined by the teachers, will be primarily handled by the Head of School. South City Preparatory Academy puts a premium on making sure that students are spending time on task, and behavior outside of this will be dealt with appropriately.

South City Preparatory Academy will handle discipline issues with students with IEP's in the most appropriate method. The student's individual education plan (IEP) will take precedence and will be consulted before taking any disciplinary action.

33 Amistad Academy and Calgary Academy

³⁴ Modeled after Amistad Academy

35 Hirsch, E. (with Church, K.). (2009). North Carolina teacher working conditions survey brief: Teacher working conditions are student learning conditions. Santa Cruz, CA: New Teacher Center. Retrieved February 25, 2010, from http://www.northcarolinawc.org/sites/default/files/attachments/NC_student_achievement.pdf

The school's full discipline policy will be developed and written by the Director of Curriculum and Instruction and Head of School, and will be approved by South City Preparatory Academy's Board of Directors in the Spring of 2011. In subsequent years, teaching staff will collaborate with administration in suggesting any possible changes to the school student discipline policy. Such changes will be approved by the Board of Directors before implementation. Examples of discipline policies from other charter schools³⁶ have been collected and will be used as models in writing South City Preparatory Academy's policy.

Family Involvement:

The more families are involved in the education of their children, the better academic performance of the student. Knowing the school will draw a large high risk population, many of which are from single parent households, South City Preparatory Academy will work to engage families frequently and in a variety of methods.

Communication between the school and families will take place frequently. For example, Parent-Teacher Conferences will be held four times per year. It will be the responsibility of the teachers to make sure meetings take place with every family. If families can't meet at school, meetings will take place at the family home or a third party location. Additionally, teachers will be expected to call families as often as necessary to keep them updated with student progress. All conversations, school visits, home visits, e-mails and any other interaction with families will be tracked with South City Preparatory Academy's student information system (SIS). Communication data will be compiled and analyzed to assess patterns and ensure all families are receiving ample communication from the school.

Every year, families will fill out a school satisfaction survey to gauge family satisfaction with the school climate, educational program, and school staff. The results of this survey will be used by the Board of Directors in its annual evaluation of the Head of School. When students leave the school, whatever the reason, an exit interview will take place with the family. As is possible, this interview will be face to face, but it is expected that some interviews may have to take place in another method. Exit interview data will inform the school staff on possible concerns and ways the school can be improved. It is just as important to know why families are leaving the school as why they are coming to the school.

Although not legally binding, every family sending a student to South City Preparatory Academy will sign a student/parent contract. This contract will be explained to individual families by both teachers and administration of the school. The contract will outline homework policies, discipline policies, and expectations of both families and individual students. It is hoped that this contract will convey the seriousness, discipline and hard work needed for success at South City Preparatory Academy.

College Bound Culture:

South City Preparatory Academy will have a rigorous college bound curriculum and course schedule. Outside of these two bedrock areas, a culture of college preparation will pervade every aspect of the school. Studies show that a strong college-bound culture which ensures that high school is not viewed as the end game is essential for success in the 21st Century workplace³⁷. From the first day of school,

36 University Academy (Kansas City), St. Louis Charter School, Lift for Life Academy (St. Louis) and Shearwater High School.

37 A recent survey conducted by Deloitte LLP showed that 70% of high school students say they "definitely" will attend college, but only 27% feel their high school prepared them for college level courses. Deloitte 2009 Education Survey (http://www.deloitte.com/assets/Dcom_UnitedStates/Local%20Assets/Documents/us_leadership_EducationSurvey120109.pdf accessed on 12/03/09).

South City Preparatory Academy will create a college bound culture for its students. Teachers and administrators will start talking about students getting into college as soon as they arrive on campus as 5th graders. Like other high performing urban charter schools³⁸, each class will be named after a college and college memorabilia will be liberally displayed throughout the school. Individual and corporate academic success will be celebrated frequently and school wide. High school students will receive individualized assistance with filling out college applications, applying for financial aid, taking school visits, preparing college entrance essays, and preparing for college entrance interviews.

38 KIPP, Achievement First, SEED, Amistad

B. Organizational Plan

B.1: Governing Body

South City Preparatory Academy will be a non-profit corporation established for the sole purpose of educating students within the boundaries of St. Louis Public School District. Upon approval from the Missouri Department of Elementary and Secondary Education, South City Preparatory Academy will be subject to Missouri's Sunshine law, and will declare itself as a local education agency (LEA). South City Preparatory Academy will be exempt from laws and rules regulating other Missouri public school districts except for regulations for charter schools articulated in 160.400-160.420 RSMo. Copies of the Articles of Incorporation and Bylaws illustrate South City Preparatory Academy's compliance with 160.400.5, 160.400.11, 160.405.1(5), and 160.405.2(1) RSMo.

South City Preparatory Academy's sponsor, yet to be determined, will provide public oversight and accountability. The Board of Directors of South City Preparatory Academy will act out their fiduciary responsibility, set the school's strategic direction and set policy. The composition of the board will contain a variety of skill sets and will reflect the diversity of community where the school is located.

South City Preparatory Academy will encourage its sponsor to adhere to the National Association of Charter School Authorizers' (NACSA) Quality Standards. These standards will help delineate clear roles and responsibilities between the sponsor and the Board of Directors.

Please see Appendix E for South City Preparatory Academy's Articles of Incorporation, Bylaws, and Certificate of Incorporation as a Missouri Non-Profit

B.2: Governing Board Composition

Board of Directors Experience and Qualifications:

Mike Malone: is the school founder of South City Preparatory Academy. Mike is not on the Board of Directors, but serves as a salaried employee of the board who is responsible for the development of the school for the next year. Mike is a graduate of Greenville College and has over 10 years teaching experience working in a variety of educational settings. For six years, Mike taught middle school science and social studies at St. Louis Charter School. While at St. Louis Charter School, Mike received the "Teacher of the Year" award, held numerous leadership positions, and assisted in writing the school wide social studies curriculum. For the past two years, Mike worked for the Missouri Charter Public School Association (MCPSA) as the Director for Member Services and New School Development. While at MCPSA, Mike helped design the association's new school development program, increased school membership to over 85%, and initiated cooperative purchasing programs including Staples Advantage and the NWEA/MCPSA consortium. Mike will receive his degree in Education Leadership, with a charter school focus, from Central Michigan University in the Fall of 2011.

Carter Cunningham: a graduate of the University of Missouri, joined Teach For America as a high school math teacher in 2006. He taught Geometry, Algebra II/Trigonometry, and several other courses for two years at E.H. Lyle Middle and High School, a charter school in urban St. Louis. He has worked as an operational consultant for City Academy, a St. Louis City independent school, on creating a year round schedule. He has performed competitive and budget analysis for Provident, a St. Louis based social services provider, and created course guides for a joint venture between the United Way-St. Louis and Washington University focused on connecting MBA students with local non-profit boards. He has also

worked for Teach For America as a new teacher trainer. He will receive his MBA from Washington University in St. Louis in May 2010.

Kelli Best-Oliver: a former high school English teacher who is completing a doctorate in Educational Leadership from the University of St Thomas in Minneapolis-St Paul. Her academic interests include critical pedagogy, specifically issues of race, class, and gender, leadership studies, teacher education, alternative education, and public policy. She has a BA in English with a focus on composition and an M.A. in Secondary Education, both from Truman State University, where she was captain of the soccer team. Her in-progress doctoral dissertation is on alternative schools, and she holds lifetime Missouri teacher certification in secondary communication arts. She has twice presented at the National Council for Teaching of English's annual national conference. Best-Oliver lives in South City with her husband, Chris, a teacher in the Parkway district. She is also a freelance writer and has a weekly food column in the Riverfront Times, as well does garden consulting for local restaurants. Best-Oliver serves on the Young Professionals Board of Safe Connections, a local nonprofit that provides services, outreach, and education for victims of domestic violence.

Matt Stark: serving on the board lending support in the areas of accounting and finance. He is small business owner, resident of St. Louis City, and the spouse of an educator. Matt currently owns and operates an insurance agency in St. Louis, MO where he has spent the last 6 years with All-State Insurance. Upon receiving his finance degree from Missouri State University, he spent two years in corporate and securities accounting with Fortune 500 Company, MetLife Insurance.

Brad White: is a Senior Researcher with the Illinois Education Research Council (IERC) at Southern Illinois University Edwardsville where he leads large-scale investigations of the state's teacher and principal workforces. Brad earned his MA in Educational Policy Studies from the University of Wisconsin-Madison in 2001 and a BS in Cognitive Studies from Vanderbilt University in 1998. Prior to joining the IERC, Brad was a researcher with the Consortium for Policy Research in Education (CPRE) where he studied teacher evaluation and compensation systems. He has also served as a program evaluator and as a school improvement consultant with the Wisconsin Department of Public Instruction, has presented at multiple national and state education research conferences, and is the author of numerous articles and reports on education policy. Brad is a resident of Saint Louis and lives in the Tower Grove South neighborhood.

Please see Appendix F for a list of board member resumes and completed board member questionnaires. Board member criminal background checks will be completed and submitted as a separate attachment by May 1, 2010.

Board Development:

The current Board of Directors plans to expand to nine (9) directors by the July of 2010. As skilled as the current board is, several skill sets have been identified and will be filled with these additional board members. These skills sets include, but are not limited to, legal, development, real estate, marketing, accounting, finance, and school leadership. Along with a varying degree of skill sets, the board of South City Preparatory Academy will reflect the ethnic and racial background of the community in which it will serve. Specific effort will be invested in recruiting a racially diverse board. Several future board members have already been identified, and will be approached for participation by April of 2010.

South City Preparatory Academy's current Board of Directors will transition from a "founding board" to a "governing board" in August of 2010. The board members currently attend to not only the top-level strategic matters of the proposed school, but also the day-to-day matters of developing the school model. After the charter is approved by the Missouri Department of Elementary and Secondary Education (DESE) in the fall of 2010, the board will move to strategic matters, such as developing top-level plans and policies. The contracted employee of the board will attend to implementing the board's policies and plans.³⁹ It is realized that many board members will continue to play an active role in the development of the school during the pre-operational year; however, the collective board's role will be one of governance.

Please see Appendix G for board member responsibilities form, prospective board member nomination form and prospective board member statement form.

Starting in the fall of 2010, the South City Preparatory Academy board will participate in MCPSA's Board Training Series. This series was started during the 2009-2010 School Year and includes workshops led by experts in charter school governance from across the state and nation; including Dr. Brian Carpenter⁴⁰. In addition to this training, the South City Preparatory Academy board will use Dr. Carpenter's Charter School Board University as a review text and workbook in preparation for governing a high quality charter public school.

In subsequent years, the Governance and Membership Committee of the Board of Directors will be responsible for recruiting additional members with expertise in areas of need. The committee will also create a succession plan as founding board members begin to transition off the board. Annual board retreats will take place to review governance roles, engage in board self-evaluation, and do strategic planning in cooperation with the school's leadership.

Board Member Roles and Responsibilities:

The board's role as decision-making public servants is to set policy and to hire and evaluate the Head of School. All board meeting minutes and board meeting attendance rosters will be maintained and kept for purpose of public record. The board members know and agree to the Missouri Sunshine law and Missouri Ethics requirements. No member of the Board of Directors will be employed by the charter school while serving as a member of the board. Additionally, no board member will have a substantial interest in an entity that is employed by or contracting with the school and no board member will be an employee of any company providing substantial services to the school.

Currently, South City Preparatory Academy's Board of Directors meet monthly and individual committees meet bi-weekly. Once the school is operational, the Board of Directors will meet bimonthly and the committees will meet on alternate months. The full Board of Directors will meet formally at least six times per year. Committees will be created in the following areas: (1) Program and Quality, (2) Governance and Membership, and (3) Budget and Finance, and (4) Marketing and Outreach. These committees will be open for participation from school employees, parents, community members and other school stake holders.

³⁹ McNamara, Carter. Developing, Operating, and Restoring Your Nonprofit Board

⁴⁰ Dr. Carpenter is the author of several charter school governance books including Charter School Board University and The Seven Outs: Strategic Planning Made Easy for Charter Schools.

Board Officers and Personnel

Staff Positions	Position Descriptions
Board President	Work collaboratively with the Head of School to South City Preparatory Academy’s mission and vision; determines policy and provides leadership to the board; chairs board meetings and works with the Head of School to set meeting agendas; oversees committees; formally evaluates the Head of School; monitors the school’s performance; oversees financial planning and reporting.
Board Secretary	Keeps board meeting minutes; regularly attends board and committee meetings.
Board Treasurer	Sets financial policies; monitors the budget and reports back to the general board; prepares financial forms; maintains bank accounts; oversees financial transactions; chairs the finance committee.

All South City Preparatory Academy board members will receive a South City Preparatory Academy Board Handbook which will contain the school’s charter, board bylaws, articles of incorporation, 501c3 documentation, board policies, board member biographies, copies of the Missouri charter law, past board minutes and any other important documents. This handbook will insure that board members are aware of their duties and responsibilities as public servants on the board of a public institution.

B.3: Management and Operation

Organizational Structure of South City Preparatory Academy:

All employees and board members of South City Preparatory Academy will undergo criminal background checks and a child abuse registry will be conducted for all employees and board members.

Please see Appendix H: South City Preparatory Academy Organizational Chart and Job Descriptions.

Head of School:

South City Preparatory Academy’s Head of School will oversee strategic, programmatic, financial, and administrative operations. He or she will also lead the efforts to establish the school and act as South City Preparatory Academy’s primary representative in development and community affairs activities. The Head of School is the public face of the school in the community, working to build a connection between school, families and other stakeholders that is strong, mutually respectful, and marked by continual communication about student performance and behavior. The Head of School leads the staff in reaching out to families and the community to recruit students and staff and build a network of collaboration that supports student success. He or she will be responsible for day to day issues and operations at the school as well as student discipline.

The Head of School reports directly to the Board of Directors and is responsible for all financial, academic, and sustainability aspects of South City Preparatory Academy. As the only school employee that works directly for the Board of Directors, the Head of School will be evaluated annually by the board and will receive compensation or dismissal based on contract stated metrics and outcomes. The Head of School will directly hire the Director of Curriculum and Instruction, school social worker and clerical staff and will be directly responsible for their quarterly evaluations and job performance. All teachers will be

hired by the Director of Curriculum and Instruction, with feedback and consultation from the Head of School.

The Head of School will be responsible for establishing a culture of excellence that is centered on the school's mission and vision. He or she will be accountable for all school programs, finances, facilities, and operations. Additionally, the Head of School will ensure that the school is in compliance with all local, state, and federal policies and regulations. This person will effectively lead a diverse staff and student population that is laser focused on increased student outcomes. In collaboration with the administrative staff, the Head of School will drive student achievement gains by setting goals, aligning staff members and programs, maintaining a positive campus environment, support teacher effectiveness and make sure the school has all necessary resources and support.

The Head of School will oversee all school operations; including maintaining the school budget, personnel, facilities and technology. He or she will make final decisions on all human resource decisions throughout the school. With assistance from the contracted financial services provider, the Head of School will manage the budget, finances, track all purchases, and report school financial data at each Board of Director's meeting.

The Head of School will also be responsible for overseeing the data reporting system and will effectively implement data-driven decisions following the school's accountability plan. Teacher level personnel decisions will be made by both the Head of School and Director of Curriculum and Instruction, however, the Head of School is responsible to the Board of Directors for all personnel decisions made at every level of the organization. With assistance from the school's clerical staff, the Head of School is responsible for all data reporting to the Missouri Department of Elementary and Secondary Education the Federal Government.

The desired qualifications for the South City Preparatory Academy Head of School are a person who has a masters in an education related field (Administration, Curriculum and Instruction, etc.). The applicant should be an excellent teacher or administrator with at least several years experience working with high risk students. A qualified candidate will be able to create and sustain a positive and ambitious school culture with both staff and students. Refined communication skills are a necessity to communicate effectively with all stakeholders in the community.

Director of Curriculum and Instruction:

The Director of Curriculum and Instruction of South City Preparatory Academy is a dynamic instructional leader who spearheads the development of the school's curriculum and culture and has an unswayable belief that all students can achieve at high levels. The Director of Curriculum and Instruction leads teachers and staff in the development and on-going improvement of a rigorous college preparatory academy, guides teachers in the implementation of school-wide best practices, discipline-specific curricula and assessments, and school culture; and trains, supervises, and evaluates all staff and teachers. He or she will be responsible for all school programs, outcomes and student achievement and manages the school's instructional staff. The Director of Curriculum and Instruction and Head of School will be responsible for developing a school culture that will meet South City Preparatory Academy's mission and vision.

The Director of Curriculum and Instruction, with consultation from the Head of School, will conduct all teacher evaluations, performance based pay determinations, hiring decisions and firing decisions. The

Director of Curriculum and Instruction will regularly communicate the importance of high expectations for student achievement and will hold teachers accountable for using common planning time to focus on student achievement. The Director of Curriculum and Instruction will meet with teachers individually, by grade level and by subject area to review all assessment data to help improve student learning and teacher practice. He or she will support a cycle of continuous academic improvement by providing strong instructional leadership and regularly analyzing data to meet academic goals. Additionally, the Director of Curriculum and Instruction will plan and facilitate research-proven professional development activities that promote a culture of on-going growth and collaboration. The Director of Curriculum and Instruction will develop and implement a rigorous school-wide curriculum and will develop and implement quality assessments to ensure a viable curriculum. He or she will support, coach, and evaluate all regular education, special education, specialist teachers, and substituted teachers.

The desired qualifications for the South City Preparatory Academy Director of Curriculum and Instruction are a person with a masters in an education related field (Administration, Curriculum and Instruction, etc.). The applicant should be an experienced teacher or school leader with several years experience working with high risk populations. An extensive knowledge of curriculum development and teacher development are required. Additionally, a highly qualified candidate will have experience in assessment and achievement data analysis.

Clerical Staff:

The school secretary will report directly to South City Preparatory Academy's Head of School. The secretary will be responsible for monitoring all visitors to the school, answering the office phones, monitoring of student attendance, tracking of school lunch participation, student data entry and any other jobs deemed necessary by the administration of South City Preparatory Academy.

The school secretary is often the first person that visitor meets when they visit or talks to when they call. Because of this, South City Preparatory Academy will put a high premium on finding a person who exemplifies the mission and vision of the school. Having a positive demeanor, being cheerful and helpful, and having a "whatever it takes" attitude are all necessary requirements for this position. A guest's first impression of South City Preparatory Academy will be a positive one because of the actions of the school secretary.

Teachers:

South City Preparatory Academy will seek teachers who demonstrate a strong desire to teach an academically rigorous college preparatory curriculum and have a belief that all students can achieve at the highest levels. All teachers are expected to support the mission of the school and must actively participate in professional and school-wide activities. Experienced teaching candidates must demonstrate a track record of exceptional student performance. Candidates without teaching experience will be evaluated based on past leadership experiences, participation in extracurricular programs, academic performance and a "no excuses" attitude to teaching.

All teaching staff at South City Preparatory Academy will be "at will" employees. As such, teachers will be evaluated, retained and compensated based primarily on student academic growth. A performance based pay program will be adopted by the Board of Directors and implemented for all school staff. A large proportion of a teacher's financial compensation will be determined by student academic growth and frequent evaluations by the school administration. The Head of School and Director of Curriculum and

Instruction will be responsible for designing and implementing South City Preparatory Academy's performance based pay program, however, South City Preparatory Academy is currently researching successful models used in other urban charter schools. The results of such research will be provided to the Head of School and Director of Curriculum and Instruction to aid in their decision making.

Teachers must be able to plan instruction appropriate to subject, grade level, and the abilities of his or her students. Additionally, teachers must be willing to be a 12 month employee with no extended summer break. A strong commitment to assessment and accountability is necessary as this aligns closely with the mission and vision of the school.

Teachers will communicate frequently with the families of students, and will meet face to face with parents at least four times per year. All communications with parents will be tracked with the school wide student information system and used to assist in various data driven decisions throughout the school year. South City Preparatory Academy teachers will establish a culture of high expectations in their classrooms, and will be sensitive to the cultural diversity of the neighborhood the school serves.

It is expected that every teacher at South City Preparatory Academy will be able to analyze qualitative and quantitative student data; and use this data to drive instruction and to differentiate instruction. Teachers will demonstrate a commitment to ongoing professional learning and will be consummate "team players."

B.3.1: Education Service Providers

The Board of Directors of South City Preparatory Academy does not intend to contract with an education service provider.

B.4: Staffing and Human Resources

A staff handbook will be researched and developed by the Head of School and approved by the Board of Directors by December, 2010.

Staffing Plan in Year 1

During the first year of operation, South City Preparatory Academy will employ a Head of School, Director of Curriculum and Instruction, clerical staff, school social worker, regular education teachers, specialist teachers, and special education instructors. The Head of School will handle business and financial responsibilities; however, some of the school financial and business practices will be contracted to an outside business provider who has experience working with charter schools in Missouri. The Missouri Charter Public School Association (MCPSA) is considering offering such services, and the future Head of School will be encouraged to explore that possibility. Custodial, food services, technology and other support positions will also be contracted out as necessary.

Recognizing the need to hire a dedicated, professional and extremely talented teaching staff; the school is prepared to invest a significant amount of resources towards teacher recruitment. With a year round calendar, performance based pay, dedication to student success, and the chance to be a part of something unique; it is anticipated that South City Preparatory Academy will attract talented applicants.

Significant effort will be put into making sure talented candidates are aware of the opportunities at South City Preparatory Academy. Using both traditional and nontraditional marketing, the Director of Curriculum and Instruction and Head of School hope to receive at least 20 applications for each teaching

position. Positions will be posted on MOREAP, Craig’s List, and at local colleges and universities. Additionally, the administration will reach out to Teach for America to advertise openings with their current teachers and alumni. Other alternative certification programs like ABCTE will also be used in attracting high quality teaching candidates.

Five Year Staffing Plan:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Students	200	290	371	444	509
Head of School	1.0	1.0	1.0	1.0	1.0
Director of Curriculum and Instruction	1.0	1.0	1.0	2.0	2.0
School Business Manager	0.0	1.0	1.0	1.0	1.0
Clerical/Office Staff	1.0	1.0	2.0	2.0	2.0
Regular Ed. Teachers	8.0	12.0	15.0	18.0	21.0
SPED Teachers	2.0	2.0	3.0	3.0	4.0
Specialist Teachers (PE, Music, Art, etc.)	2.0	3.0	4.0	5.0	6.0
Social Work/School Counselor	0.5	1.0	1.0	2.0	2.0

The five year staffing plan supports sound operational practice and will allow for the successful implementation of the school’s educational program. In the first year of operation, a significant amount of effort will be conducted in establishing a strong staff culture focused on high student academic achievement. Back office business programming will be contracted to an outside business service provider during the first year. In subsequent years, the school plans on either hiring a full time business manager, or continuing the contract with business provider. As mentioned previously, the Missouri Charter Public School Association (MCPSA) is considering offering such a program starting in the 2010-2011 school year. The school’s Board of Directors and Head of School will explore contracting with MCPSA if such a program is successful.

In the fourth year of operation, South City Preparatory Academy will welcome its first class of high school students. At that time, the Director of Curriculum and Instruction position will be divided into a middle school principal and a high school principal. An additional clerical staff will be added in Year 3 to assist with data entry and the numerous responsibilities associated with a growing school.

Teaching staff will be added with each additional grade as the school grows in subsequent years. By Year 3, there will be 15 full time regular education teachers serving approximately 371 students in grades 5-8. During the first several years of operation, the school will have 2 full time Special Education teachers serving the anticipated 14% of the student population who have an IEP. By Year 5, there will be 4 FTE SPED teachers for the students who qualify for special education services. It is assumed that some special education services like physical therapy and speech may have to be outsourced, and South City Preparatory Academy's five year budget accounts for these contracted services.

Specialist teachers are teachers who will teach art, physical education, music and other possible elective courses. In the first several years of operation, it is expected that specialist teachers will teach a variety of different classes and fill a variety of different roles in the school. As the school adds more students and staff in subsequent years, specialist teachers will be expected to be highly qualified instructors in more specific elective subject areas.

Retaining Effective Teachers:

Recruiting excellent teachers is one piece of the establishing a rigorous academic institution dedicated in improving student outcomes. Retention of those excellent teachers will be a priority of South City Preparatory Academy's Board of Directors and administrative team.

Other schools with South City Preparatory Academy's mission and vision struggle with teacher burn out after several years. For example, the nationwide KIPP network is currently evaluating how to retain its staff as the average teacher spends less than three years at the school. Because of this, South City Preparatory Academy plans to use several different strategies to retain great teachers. The school's unique school calendar will assist with keeping teachers refreshed and positive. With a two week break every six to seven weeks, teachers will be given a chance to "catch their breath" and spend time away from students and the school building. Additionally, South City Preparatory Academy's performance based pay program will help attract and retain excellent teachers. Great teachers will be attracted to the challenge of measuring student achievement over the course of the year and the financial compensation that come with these accomplishments. Teachers will be financially rewarded for goals met school wide, in each grade level and individually. A culture of success and rewards for that success will permeate every aspect of South City Preparatory Academy.

Plans and policies for providing key staff with feedback on their performance

Teachers at South City Preparatory Academy will be evaluated frequently and on a variety of criteria. The Director of Curriculum and Instruction of South City will conduct a majority of the formal observations; however, the Head of School may also conduct evaluations. Informal evaluations will take place frequently and will be conducted by fellow teachers and/or video-taped and conducted as a self evaluation. Teachers will be formally evaluated at least 3 times per year. Informal evaluations will be much more frequent, and will take place at least once every two weeks. The top three criteria used to evaluate teachers are:

- Ability to articulate curriculum material to a variety of students at a variety of levels
- Willingness to do "whatever it takes"
- Classroom management skills and rapport with students.

- Individual student growth as measured by the internal formative assessments at the NWEA MAP assessment.

All staff at South City Preparatory Academy will receive performance based pay based on defined outcomes for their particular role within the school. As such, a premium will be put on formal evaluations as they have a close correlation with staff compensation.

The South City Preparatory Academy founding board is accumulating data and examples of compensation programs from other successful urban schools that are using performance based pay. Once the Head of School and Director of Curriculum and Instruction are hired, they will work together to develop South City Preparatory Academy's performance based pay plan.

B.4.1: Four-Year College and/or University Affiliation

As one of the first true college preparatory charter schools in St. Louis, South City Preparatory Academy looks forward to close relationships with several different colleges and universities in the St. Louis region. Assuming the school is sponsored by the University of Missouri-St. Louis, there are several different possibilities for collaboration and affiliation

South City Preparatory Academy's graduation requirements will align with UMSL's requirements for incoming freshmen. During the 2010-2011 pre-operational year, staff from South City Preparatory Academy will work closely with the University of Missouri-St. Louis in aligning high school courses and programs to what schools like UMSL are looking for in its students. Understanding that those requirements may change over time, South City Preparatory Academy will continue to communicate with UMSL to ensure that this standard is always in alignment. Additionally, South City Preparatory Academy will work closely with UMSL's Department of Education to facilitate university student teachers and student volunteers. The mission, vision, and culture of South City Preparatory Academy will give UMSL students a unique experience working at a highly successful urban public school.

Agreements for such partnerships with the University of Missouri-St. Louis are not yet in place. Preliminary conversations will take place during the pre-operational year to finalize the details of such an arrangement.

B.5: Student Recruitment and Enrollment

It is anticipated that South City Preparatory Academy will have a 10% student attrition rate at each grade level. South City Preparatory Academy will have no social promotion and it can be expected that some families will decide to leave the school rather than have their student repeat a specific class or grade level. Because of this attrition, South City Preparatory Academy anticipates having openings at each grade level from 6th-12th grade. When there are open seats, a lottery will be held for those spots. Successful applicants will take a diagnostic to assess the applicant's reading and math level. That diagnostic will be used to place the student in the most appropriate class and/or grade level and will not be used as a conditional for enrollment. South City Preparatory Academy's schedule will be set up so that students can take different classes with different grade levels as necessary.

Anticipated Enrollment Projections

<u>Grade Level</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
5 th	100	100	100	100	100	100	100
6 th	100	100	100	100	100	100	100
7 th		90	90	90	90	90	90
8 th			81	81	81	81	81
9 th				73	73	73	73
10 th					65	65	65
11 th						59	59
12 th							53
<u>Total Students</u>	<u>200</u>	<u>290</u>	<u>371</u>	<u>444</u>	<u>509</u>	<u>568</u>	<u>621</u>

Pre-operational Marketing and Outreach:

Beginning in the spring of 2010, South City Preparatory Academy will launch the school website, blog, Facebook page, and Twitter account. Each of these multi-media approaches will evolve over the lifespan of school development and will always contain up to date information for interested families and community leaders. The goal of this campaign is to build awareness of the South City Preparatory Academy model and development. It is also hoped that South City Preparatory Academy can build a network of families and supporters that would eventually send their children to the school or possibly serve in other capacities such as on advisory councils, as a board member, or employee.

The second piece of the school's marketing approach will include reaching out to local community organizations, churches and decision makers. The South City Preparatory Academy has made a commitment to reach out to every alderman, state legislator and minister within the target zip codes. The founding group realizes that not all of these resources will be supportive of a charter school, however, it is extremely important to engage all stakeholders in the school's future neighborhoods, not just those that are outwardly supportive. The goal of this phase of the marketing campaign is to build the awareness of South City Preparatory Academy to the decision makers within the community.

The third piece of the marketing campaign involves grassroots engagement with the community the school will serve. The goal of this campaign is to build brand awareness and anticipation for the planned opening of registration for the school. This phase of the campaign would most likely start after DESE authorization in the fall of 2010. South City Preparatory Academy's marketing committee will strategically place school marketing material in locations most likely frequented by the school's target population. Barber shops, beauty salons, churches, libraries, coffee shops, restaurants, and recreational centers are some of the most likely destinations for this type of activity⁴¹. Additionally, South City supporters will be present at all of major events taking place in this area in the late summer and early fall of 2010. Some of those events include (but are not limited to) the International Festival, Taste of South Grand, and Oktober

41 Suggested by Joe Nathan, Center for School Change, in October, 2009

Fest. The major goal of this section of the campaign is to build a supporter database of at least 200 families.

Student Recruitment and Enrollment:

Student recruitment will begin in January of 2011. Initial recruitment efforts will build upon the grassroots connections made during the marketing of the school during 2010. All families in the supporter database will be sent enrollment packets at the beginning of January. In February, the Head of School for South City Preparatory Academy and stakeholder volunteers will visit the homes of families near the proposed school site⁴². Door to door meetings are an excellent way to inform families about the new educational opportunities coming to their neighborhood.

Significant effort will be made to reach out to local community organizations that have connections in the target zip codes. The local YMCA (South City or Carondelet) and organizations such as Grace Hill will hopefully assist in these connections.

Additionally, ads will be taken out in small local newspapers with high circulation in the school's targeted demographic areas. These newspapers include the St. Louis American, St. Louis Argus, La Voz, and the South City Journal. As necessary, ads will also appear on local radio stations and news outlets.

In March or April of 2011, South City Preparatory Academy will conduct its first lottery. This event will be held at the school (if possible) and will be followed by a community BBQ and celebration. It is expected that 100 student slots will be filled at this point. This BBQ will not only be a great chance to build community bonds between South City Preparatory Academy families, but it will also be a chance to engage those families into further student recruitment. Flyers will be given to enrolled families to give to their friends and family throughout their neighborhood. This viral marketing is the most effective form of marketing for schools and something the school will build on in future years.

South City Preparatory Academy Marketing Timeline

Action Item	Completion Timeframe
Creation of Website, Facebook page, Twitter account and South City Preparatory Academy Blog	April, 2010
Marketing material created: flyers, one pagers, handouts, business cards, brochures	May, 2010
Meetings with alderman, church leaders, community organizations, and legislators	Ongoing, but a majority completed by July, 2010
Grassroots engagements at community events and specific locations	Starting August, 2010 and ongoing
Student recruitment starts with initial applications sent to supporter database	January, 2011
Ads taken out in local media	February, 2011
1 st South City Preparatory Academy Community BBQ and Lottery	March, 2011

⁴² Interview with Jeremy Esposito, KIPP Inspire Principal, June, 2009. He enrolled 80 5th graders in three weeks using this method.

50% Enrollment	March, 2011
75% Enrollment	May, 2011
100% Enrollment	July, 2011
School Kick Off BBQ	July, 2011
125% Enrollment	September, 2011

Interested families will complete a brief application and be entered into the school lottery database. If there is more than 100 applicants for both 5th grade and 6th grade, the school will hold a lottery to determine which students will be invited to enroll.

In compliance with RSMO 160.140, all students attending South City Preparatory Academy will be residents of St. Louis Public School District. Enrollment applications will require proof of residency before applicants will be admitted to the school. Non-residents in St. Louis public school boundaries are eligible to attend South City Preparatory Academy if the school district in which they live participates in the urban voluntary transfer program and if they qualify under the requirements of that program. South City Preparatory Academy will not set a geographic restriction for applicants.

South City Preparatory Academy will not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability.

South City Preparatory Academy will give admissions preference to applicants whose siblings currently attend the school or whose parent or parents are employed at the school.

Please see Appendix I for a proposed South City Preparatory Academy student enrollment form.

B.6: Community Involvement

Plans for Community Involvement in the Governance and Operation:

South City Preparatory Academy plans to involve the local community in the essential governance and operation of school. During the pre-operational year, the Board of Directors and Head of School will engage with all neighborhood associations located within or near 63116 and 63118. The purpose of these engagements will be to connect with important decision makers in the neighborhoods as well as interested families. The core value of transparency permeates these interactions as well. It is expected that some in St. Louis will not support a new charter school in their neighborhood. Nonetheless, representatives from South City Preparatory Academy will seek to temper concerns and answer questions to those opposed to charter schools and South City Preparatory Academy specifically.

Many of the Board of Directors will be residents of neighborhoods in St. Louis and, more specifically, residents of neighborhoods in the southern part of the city. When there are openings on the board, effort will be made to fill the necessary skill sets required for good governance, but also to add board members that reflect the diversity of the school.

South City Preparatory Academy's Vision and Strategy for Community Involvement:

St. Louis has many high quality community service organizations that could provide services which align to the mission and vision of South City Preparatory Academy. In striving to obtain the ambitious goal of preparing all students for college, the Board of Directors, administration and staff of the school will seek to mitigate the external factors that affect student results in school. Community services will focus on three key areas: academics, mental health, and service learning. This list is not exhaustive, and additional partnerships will be proposed and added over the next year of school development and as the school grows.

Student Academics:

The development team of South City Preparatory Academy is in the process of reaching out to several local agencies to help assist in raising student academic performance.

- Chess Club and Scholastic Center of St. Louis. The mission of the Chess club is to encourage the development of new chess programs within regular school curriculum. Recognizing the cognitive and behavioral benefit of chess, initial discussions have started between the Chess Club and South City Preparatory Academy to implement a chess program either during the regular school day or after school.
- Succeeding with Reading Program. Early discussions are being made with Josh Goldman who is piloting this reading program at several private and public schools in the St. Louis area. Early data shows that students participating in this after school reading tutoring program are making over 1.5 years worth of growth in one school year. Josh is looking to bring this program “to scale” over the next year, and South City Preparatory Academy may be a participant.

Student Mental Health:

South City Preparatory Academy will make student mental health a priority. Understanding that many of the students served will have significant emotional needs; every effort will be put towards helping students deal with those needs and develop into healthy, well adjusted adults.

At the foundation level, the school staff will receive extensive in-service training from mental health professionals in the St. Louis area. Connections will be made with St. Louis University’s School of Social Work or with Washington University’s Brown School of Social Work to facilitate these in-service programs. School staff will come away from these trainings with a deeper understanding of mental health issues students may bring to the classroom as well as tools to assist in identifying those issues.

South City Preparatory Academy’s on staff social worker will help establish a partnership with either graduate program to facilitate possible graduate school practicums at the school. Additionally, the social worker will serve as the main point of contact in connecting families with appropriate service agencies in the community.

Student Service Learning:

Service learning is a key piece of South City Preparatory Academy’s educational programming. College ready students are not just academically proficient, but also aware of the larger world and their role in initiating positive change in that world. Students will move through a progressive outline of service learning projects as they matriculate to each additional grade level. In grades 5-7, most projects will be

created and led by school staff.⁴³ Starting in 8th grade, the design and implementation of the service learning projects will be the responsibility of the individual student groups.

In line with the philosophy of being a school driven by data, the success of South City Preparatory Academy’s service learning program will be determined by pre and post assessments given to students and community partners. These assessments will be evaluated over the course of the year and over several years to measure such positive student characteristics like awareness of the community, unselfishness, honesty, integrity, and responsibility.

The following is an example of the proposed service learning progression:

Grade Level	Hours Per Week	Example Projects
5th	2	Planting trees at local parks
6th	2	Assisting local community in minor home repairs.
7th	3	Volunteering with South Grand Senior Ministry
8th	3	Organizing community wide fundraising drive for Haiti
9th	4	Volunteering with a local community agency.
10th	4	Implementing a tutoring program at a local elementary school.
11th	6	Organizing local agencies for a relief trip to Haiti.
12th	8	Internship with a local community agency.

⁴³ Ideas could be gathered from available curriculum such as that available on www.servicelearning.org

C. Business Plan

C.1: Budget

South City Preparatory Academy's Finance Committee is committed to making sure the school is designed on solid financial footing. The school model is designed to operate with only state and federal dollars and does not rely on fundraising money for essential operating expenses. The only assumptions outside of state, local and federal funding are Walton Family Foundation Start Up Grants (\$250,000) and the Federal Non-SEA Charter Schools Program Grant (\$450,000 over three years). The school can still open in the 2011-2012 school year without these grants, however, significant adjustments will be made for expenditures, especially during the pre-operational planning year.

The attached budget assumes that the school will open at full enrollment (200 students) and a 95% attendance rate. Accounting for probable Missouri state budget cuts, this budget also assumes a 6% decrease in state per pupil revenue from what schools received during the 2009-2010 school year.

The Finance Committee has also prepared what is termed a "worst case scenario" budget. This budget assumes that the school will enroll 165 students and makes the necessary adjustments in expenditures with this decrease in revenue. This budget is not attached, but can be presented upon request.

See Appendix J for a Year 1 Cash Flow Analysis and 5-Year Budget (proposed charter term).

See Appendix K for Walton Family Foundation Start Up Grant Award Letter

C.2: Financial Management

All systems and procedures for managing South City Preparatory Academy's finances will be designed by the Head of School and outsourced financial consultant (possible MCPSA) and approved by the Board of Directors. At each board meeting, the Board of Directors will be provided financial statements from the Head of School outlining the financial sustainability of the school. The Head of School and school secretary will be responsible for the protection of student records and school financial records.

South City Preparatory Academy will use financial practices consistent with the Missouri financial accounting manual. In addition, as a Local Education Agency (LEA), South City Preparatory Academy will have an annual audit conducted by a certified public accountant. In the summer of 2012, the school will be prepared to submit all necessary financial documentation for the Annual Secretary of the Board Report (ASBR).

The school will purchase two systems to assist with financial management and reporting. A student information system (SIS), possibly PowerSchool or Infinite Campus, will be used to track student enrollment, attendance, free/reduced lunch eligibility, special education, student assessment data, grades, as well as many other things. The general requirements for a student information system (SIS) are that it must be internet based, able to house administrative data (attendance, behavior, health, Medicaid, IEP, etc.) able to store a multitude of assessment data, align to state reporting requirements, online grade book, online lesson plans, and a contain a robust report generator. The Head of School will evaluate possible SIS programs and make the final decision before student enrollment begins in January of 2011.

The Finance Committee is exploring the use of Software Unlimited as the main financial software for the school. Software Unlimited is designed for the needs of small school districts and charter schools

and is aligned with Missouri financial reporting requirements and ASBR. When the Head of School is hired, that person will explore any additional programs and will make the final decision on finance software.

C.3: Facility

The facilities plan is being developed by the South City Preparatory Academy founding board with consultation from IFF and other real estate experts. The South City Preparatory Academy board is committed to finding a facility that aligns with the mission and vision of the school. The board also realizes that a school building does not guarantee a successful school; rather, it is the quality of instruction and leadership.

Based on consultation with IFF, the facilities and finance committee will be searching for a facility that can grow with the student population over the first five years of operation. Based on a student population of 200 during the 2011-12 school year, it can be estimated that the space needs will be 25,000 square feet; expanding to 55,000 square feet by year five.

Several possible facilities have been located in or near the 63116 and 63118 zip codes. The facilities committee is in communication with Susan Sauer at Duffe-Nuernberger Realty. Susan and Duffe-Nuernberger have experience in the St. Louis charter market and have worked with several other charter school groups such as the St. Louis Language Immersion Schools.

C.4: Transportation

South City Preparatory Academy will not have a geographic restriction on enrollment and will provide transportation for all students living outside of one mile from school. As allowed by RSMo 163.161.2, the school will not provide transportation to students living within one mile of the school. South City Preparatory Academy may choose to extend this boundary to 1.5 or 2 miles; depending on family need and financial viability.

In discussions with other charter schools in St. Louis, it is expected that state reimbursement for transportation will not equal the cost of providing transportation. South City Preparatory Academy's budget assumptions account for this likelihood. It is estimated that the school will receive a 34% reimbursement rate from the total cost of transportation.

Estimating 50 students per bus (200 students, 4 busses), \$250 per day per bus, and 174 school days, South City Preparatory Academy can expect to spend about \$174,000 on transportation for the 2011-2012 school year. Currently, DESE does not reimburse schools for transportation costs in summer school. South City Preparatory Academy's twenty summer school days are essential to the extended school year model and budget estimates account for a \$1,000 cost per day of extended school year (20 days) which is a \$20,000 expense. Estimating state reimbursement of the regular school year at 34%, the school will receive \$59,160 in revenue. In the first year of operation, if every student rides the bus to and from school, transportation will cost South City Preparatory Academy \$134,840.

Despite the financial cost of providing student transportation, it is essential to the school's mission of providing access to a rigorous college preparatory academy for every student in St. Louis; no matter the address or neighborhood. Many students that attend South City Preparatory Academy will come from homes that have limited access to transportation outside of public transportation. Figuring out ways to get to and from school will not be a hurdle for South City Preparatory Academy families.

South City Preparatory Academy will most likely contract with a local school bus provider such as First Student or Durham. Estimates will be gathered from each of these service providers to inform budget projections and decisions. South City Preparatory Academy will issue a RFP for transportation services and will finalize a transportation contract in the summer of 2011.

The South City Preparatory Academy is currently in negotiations with several other existing charter schools and charter school developers to explore the possibility of sharing bus services. It is estimated that such an arrangement could save the school between 10% and 20% of the expenses for bus services. Current budget projections do not account for these possible savings, as these negotiations are still in the preliminary stages.

C.5: Insurance

South City Preparatory Academy's Board of Directors has explored several different options in obtaining liability insurance coverage (minimum A-BEST rating) in all required areas. A quote for such insurance was obtained from CharterSafe Insurance, which has experience working with many charter schools in Missouri and across the country. After the charter has been approved from the Missouri Department of Elementary and Secondary Education (DESE), the Board of Directors will obtain the necessary insurance at the appropriate time.

See Appendix L for a quote from CharterSafe for the required insurance coverage and the estimated costs for such coverage over the first five years of operation.

C.6: Pre-Opening Plan

Month/Year	Event
March 2010	Walton Family Foundation Pre-Authorization Grant (\$30,000) review
	Awarded WFF Pre-Authorization Grant
	School Development Director Hired (6 month contract)
	Facilities plan developed and potential facilities visits by facilities committee
April 2010	Submit full charter application to St. Louis Mayor's Office
May 2010	St. Louis Mayor's Office Advisory Committee Review
	Receive endorsement from St. Louis Mayor's Office
	Submit charter application to potential sponsors (UMSL)
	At least 3 possible facilities located and facilities funding researched.
	Creation of Website, Facebook, Twitter and South City Preparatory Academy Blog
	Initial marketing material created
June 2010	Receive approval of charter application from UMSL.

Month/Year	Event
	Submit charter application to Missouri Department of Elementary and Secondary Education (DESE).
July 2010	Meetings with Alderman, church leaders, community organizers, and legislators in geographic area completed.
August 2010	Receive approval of charter application from DESE.
	Apply for and receive Walton Family Foundation Post-Authorization Grants (\$230,000)
	Apply for Federal Non-SEA Charter Schools Program Grant (\$450,000 over three years)
	Head of School hired by South City Preparatory Academy Board
August 2010	Finalize facilities options and explore build out costs/timeline.
	Grassroots Engagements at community events and in specific locations begins.
September 2010	Begin building renovation and build out.
	Head of School and Board conduct school visits to 1 st year schools in St. Louis and Kansas City to observe and interview on possible pitfalls and successes.
October 2010	Begin staff planning for school opening
	Receive Federal Non-SEA CSP Year 1 Grant (\$150,000)
	Head of School begins search for Director of Curriculum and Instruction
November 2010	Student Information System (SIS) purchased
	Head of School researches possible contracted business service providers.
	Prepare student advertising and application materials
January 2011	Student recruitment begins with initial applications sent to supporter database.
	Compile equipment, educational materials, furniture and supplies needs
	Head of School begins advertising for regular education, special education and specialist teachers
	1 st round interviews for Director of Curriculum and Instruction
	Board of Directions approves contract with contracted business service provider
February 2011	Conduct public relations with community and local media
	Student recruitment advertising begins.

Month/Year	Event
	Final interview for Director of Curriculum and Instruction
March 2011	1 st South City Preparatory Academy Community BBQ
	50% Enrollment achieved
	Director of Curriculum and Instruction hired. Paid hourly contract until June (projected 10-15 hours per week)
March 2011	Director of Curriculum and Instruction and Head of School begin hiring all teachers and staff.
April 2011	Director of Curriculum and Instruction and Head of School continue hiring of all teachers and staff
May 2011	75% Enrollment achieved
	Director of Curriculum and Instruction and Head of School complete hiring of all teachers and staff
June 2011	Submit equipment and furniture orders
	Director of Curriculum and Instruction becomes full time employee of the school.
	RFP issued for outside service providers (food service, bussing, etc.)
	School construction completed.
	Occupy facility
	School Kick Off Celebration and BBQ
	100% Enrollment achieved
	Contracts signed with outside service providers (food service, bussing, etc.)
July 2011	Complete and submit application for Consolidated Federal Programs.
	Complete all supply and equipment orders
August 2011	Teacher orientation and professional development
	New student and parent orientation meetings held
	School opens
September 2011	125% Enrollment achieved

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Appendix A: Sample Math Lesson Plan- Grade 5

W	<p>Enduring Understanding: Patterns and graphs help to make predictions.</p> <p>Essential Questions: How are patterns and graphs used to make predictions?</p> <p>GLE: 1.B -- Students will generalize patterns graphically or numerically with words or symbolic rules, using explicit notation.</p>	
	<p>Skills/Knowledge:</p> <ol style="list-style-type: none"> 1. Students will be able to identify a linear pattern representing data in a graph. 2. Students will be able to make predictions using linear patterns in a graph. 	
H	<p>Bell ringer: Watch a video clip of the Narrows Bridge collapse in Tacoma.</p>	<p>Hook: See video.</p>
	<p>Lesson Plan:</p> <ul style="list-style-type: none"> - Read the “Exploring Data Patterns” Section of the text, introducing the notion of engineers using data, tables, graphs, and patterns to determine when bridges will collapse and when they won’t. - Perform the Bridge-Thickness Experiment <ol style="list-style-type: none"> 1. Start with one paper strip. Make a ‘bridge’ folding up 1 inch on each long side. 2. Suspend the bridge between two books. The bridge should overlap each book by about 1 inch. Place a small paper cup in the center of the bridge. 3. Put pennies into the cup, one at a time, until the bridge collapses. Record the number of pennies you added to the cup. This number is the ‘breaking weight’ of the bridge. 4. Put two new strips of paper together to make a bridge of double thickness. Find the breaking weight for this bridge. 5. Repeat the experiment to find the breaking weights of bridges made from three, four, and five strips of paper. - Answer Problems 1.1 “Finding Patterns and Making Predictions” <ol style="list-style-type: none"> 1. Record your data in a table. 2. Make a graph of the data. 3. Does the relationship between bridge thickness and breaking weight seem to be linear or nonlinear? How is this shown in the table and graph? 4. Suppose you could split layers of paper in half. What breaking weight would you predict for a bridge 2.5 layers thick? Explain. 5. Predict your breaking weight for a bridge 6 layers thick. Explain your reasoning. 6. Test your prediction. Explain why results from such tests might not exactly match predictions. - Have students assess their answers as a class guided by teacher to assess for accuracy and correct. 	
R	<p>How will students reflect, rethink, or revise on this lesson?</p> <p>Homework assignments using alternative bridge collapse data and bridge styles from ACE #1,2,3</p>	
	<p>How will you know if your students understood the lesson?</p> <p>Homework assignments will be turned in and graded for accuracy with lessons retaught in Advisory class.</p>	
<p>Infusion of Technology: Narrows Bridge Video</p>		
<p>Special Materials: 25 Small Paper Cups; Pennies; 11x4.5 in. strips of paper</p>		
<p>Homework (Quick Reference): Homework ACE #1,2,3</p>		

Sample Literacy Lesson Plan- Grade 5

<p>W</p>	<p>Enduring Understanding: There are clues all around us that give us information about people, places, and events. Essential Questions: What can we learn from careful observation and reading? How can we make inferences and predictions about the world around us?</p> <p>Reading GLE 1G: During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems Reading GLE 2C: Use details from text to make inferences about setting, character traits, problem and solution and story events, make predictions, and draw conclusions.</p>	
	<p>Skills/Knowledge: Students will be able to make inferences based on clues in a text. Students will be able to make predictions based on events and clues in a text. Students will learn annotating technique for inferences and predictions.</p>	
	<p>Bell ringer: Students will make a list of three items from their homes that tell something about themselves.</p>	<p>Hook: “Mingle” where students share their lists with other students. Model “mingle” technique.</p>
<p>H</p> <p>E</p>	<p>Lesson Plan:</p> <ul style="list-style-type: none"> • After bell ringer and hook, teacher will use actual artifacts from his/her life as scaffolded example for students. Teacher chooses a bag and takes out the items one at a time, modeling “I can infer that this person likes the Cardinals” or “I can infer that this person is from in St Louis” or “I can infer that this person plays baseball” • Repeat with selected student list. Students list inferences on SmartBoard. • Teacher models annotating skill (highlighting potentially important clues for annotation) on SmartBoard • Students make inferences and predictions based on cover art and summary of <i>Domitila: A Cinderella Tale from the Mexican Tradition</i>. • Students individually read excerpt from <i>Domitila</i> • Students do guided review of annotations in reading journal. • Students answer questions making inferences and predictions on story of Domitila in reading journal. • Homework: further reading from <i>Domitila</i>, including questions and reading journal activity. 	
<p>R</p>	<p>How will students reflect, rethink, or revise on this lesson? Homework assignment includes further reading from <i>Domitila</i> in which they revisit their in-class predictions and self-check if they were correct. Follow-up in class the next day, including discerning differences between prediction and inference.</p>	
<p>E</p>	<p>How will you know if your students understood the lesson? Homework assignments will be turned in and graded for accuracy with lessons retaught in Advisory class.</p>	
<p>Infusion of Technology: SmartBoard integrated into lesson.</p>		
<p>Special Materials: artifacts, copies of text,</p>		
<p>Homework (Quick Reference): Reading and questions on <i>Domitila</i></p>		

Sample Science Lesson Plan—Grade 5

W	<p>Enduring Understanding:</p> <ol style="list-style-type: none"> The Earth is constantly in a state of flux. Scientific ideas and theories are continually changing and being amended. <p>Essential Questions:</p> <p>How is the earth changing? Why are scientific ideas changed or amended?</p> <p>GLE: 5.2d - Changes in the Earth over time can be inferred through rock and fossil evidence.</p>	
	<p>Skills/Knowledge:</p> <p>Identify and describe causes, conditions, and characters of continental drift.</p>	
H	<p>Bell ringer:</p> <p>Using pen/pencil and paper draw a picture of the globe/earth's surface to the best of your recollection.</p>	<p>Hook:</p> <p>View a short video of the break up of Pangaea and compare final frame to student renderings.</p>
	<p>Lesson Plan: What will take place in the classroom?</p> <ol style="list-style-type: none"> Present brief Interactive CPO PowerPoint regarding Pangaea and continental drift theory. Brief discussion regarding Alfred Wegener's theory of continental drift hypothesis. Interactive demonstration of continental drift theory using two students: <ul style="list-style-type: none"> Two students come to the front of the class and each grasp an "end" of a ball of sticky tack/poster tack – like material. Teacher directs students to face each other and back away stretching the material until it breaks. <p>After the material breaks/snaps discuss the evidence backing continental drift theory including matching mountain ranges and fossil beds.</p>	
R	<p>How will students reflect, rethink, or revise on this lesson?</p> <p>Students will write a short reflective piece talking about continental drift and how ideas and theories are continually challenged, tested, and amended. Students should recognize that a theory must be supported with data/evidence before the scientific community accepts it.</p>	
E	<p>How will you know if your students understood the lesson?</p> <p>Students will use terminology and content appropriately discussed in class appropriately and accurately.</p>	
<p>Infusion of Technology: Powerpoint Presentation</p>		
<p>Special Materials: Poster Tack</p>		
<p>Homework (Quick Reference): Read Section 11.1, pp. 246-247 and complete Section Review on page 248.</p>		

Sample Social Studies Lesson Plan- Grade 5

<p>W</p>	<p>Enduring Understanding: Our own communities are rich sources of culture and information.</p> <p>Essential Questions: What does place tell us about the people who live there? How does geography affect life?</p> <p>SS GLE 5Aa: Use geographic research sources to acquire information and answer questions SS GLE 5Bc: Locate and describe real places, using absolute and relative location SS GLE 5Cb: Identify human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system</p> <p>Skills/Knowledge:</p> <ol style="list-style-type: none"> Students will be able to identify neighborhood landmarks. Students will be able to create a physical map of the SCPA neighborhood Students will be able to create a cultural map of the SCPA neighborhood Students will be able to use a digital camera to capture images and upload images to computer. 		
<p>H</p>	<table border="1"> <tr> <td data-bbox="245 751 878 877"> <p>Bell ringer: Students will brainstorm what they know about surrounding neighborhood, both physical traits and cultural.</p> </td> <td data-bbox="878 751 1453 877"> <p>Hook: Mini-lesson on digital camera use.</p> </td> </tr> </table>	<p>Bell ringer: Students will brainstorm what they know about surrounding neighborhood, both physical traits and cultural.</p>	<p>Hook: Mini-lesson on digital camera use.</p>
<p>Bell ringer: Students will brainstorm what they know about surrounding neighborhood, both physical traits and cultural.</p>	<p>Hook: Mini-lesson on digital camera use.</p>		
<p>E</p>	<p>Lesson Plan:</p> <ul style="list-style-type: none"> - Students will brainstorm what they already know about the neighborhood surrounding SCPA in a KWL graphic organizer on SmartBoard - Students will identify what they need to know to create a more thorough map of the SCPA community and predict how they might get said information - Students will divide physical community into smaller areas. - Students will divide into teams that will document each individual area. Each team must have: <ul style="list-style-type: none"> - * photographer—responsible for collecting images of area - * recorder—responsible for recording observations of students about landmarks - * investigator—responsible for making inferences about culture based on observations - After exploring neighborhood, students will reconvene in classroom to upload photos and review findings. - As a group, students will discuss findings and analyze patterns between groups. - Students will begin map construction 		
<p>R</p>	<p>How will students reflect, rethink, or revise on this lesson? Students will continue to work on project, revising map when additional information is discovered.</p>		
<p>E</p>	<p>How will you know if your students understood the lesson? Students will, upon completion, present their map portion to class.</p>		
<p>Infusion of Technology: Use of digital cameras for documenting neighborhood, SmartBoard</p>			
<p>Special Materials: digital cameras, laptops, USB cords, large posterboard, parent volunteers to assist students around neighborhood.</p>			
<p>Homework (Quick Reference): Students must brainstorm ways to gain more information about community members for further map development.</p>			

Appendix B: Proposed Annual Calendar for the 2011-2012 School Year

Summary of Calendar:
 Regular School Year: 174
 Summer School: 20
TOTAL CALENDAR DAYS 194

CALENDAR LEGEND

6 week sessions: ■
 Teacher Work Week: ■
 Schoolwide Break: ■
 No School (Holiday): ■

HOLIDAYS:

Labor Day (9/5)
 Thanksgiving Day (11/24)
 Christmas Day (12/25)
 New Year's Day (1/1)
 Martin Luther King Day (1/16)
 President's Day (2/20)
 Easter Sunday (4/8)
 Memorial Day (5/28)

August					Student Days
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	5
15	16	17	18	19	10
22	23	24	25	26	15
29	30	31			18
September					
			1	2	20
5	6	7	8	9	24
12	13	14	15	16	29
19	20	21	22	23	34
26	27	28	29	30	
October					
3	4	5	6	7	
10	11	12	13	14	39
17	18	19	20	21	44
24	25	26	27	28	49
31					50
November					
	1	2	3	4	54
7	8	9	10	11	59
14	15	16	17	18	64
21	22	23	24	25	
28	29	30			
December					
			1	2	
5	6	7	8	9	69
12	13	14	15	16	74
19	20	21	22	23	79
26	27	28	29	30	
January					
2	3	4	5	6	84
9	10	11	12	13	89
16	17	18	19	20	93
23	24	25	26	27	98
30	31				100
February					
		1	2	3	103
6	7	8	9	10	108
13	14	15	16	17	
20	21	22	23	24	
27	28	29			111
March					
			1	2	113
5	6	7	8	9	118
12	13	14	15	16	123
19	20	21	22	23	128
26	27	28	29	30	133
April					
2	3	4	5	6	138
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	143
30					144
May					
	1	2	3	4	148
7	8	9	10	11	153
14	15	16	17	18	158
21	22	23	24	25	163
28	29	30	31		166

June					
				1	167
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	172
25	26	27	28	29	177
July					
2	3	4	5	6	181
9	10	11	12	13	186
16	17	18	19	20	191
23	24	25	26	27	194
30	31				

Appendix C: Matrix of all public, charter, and private schools with South City Prep's targeted zip codes.

The following tables (A,B,C) outline the current educational options available to students living in the 63116, 63118 and surrounding zip codes. Please note the following assumptions:

- Although South City Prep will be located in the 63116/63118 zip codes, schools located in zip codes immediately adjacent to those zip codes are included.
- Tables use 2009 Missouri Assessment Program (MAP) Data¹.

Table A: 5th Grade

School Name	Zip Code	Total # of Students	# of Students in 5 th grade	Prof/Advanced Communication Arts	Prof/Advanced Math	% Minority	% F/R Lunch
Adams Elementary (K-6)	63110	303	46	15.2	14.9	95.7	85.9
Buder Elementary (K-5)	63109	324	56	26.8	21.4	34.6	63.3
Confluence- South City (K-8)	63118	766	50	24.0	14.3	97.8	96.9
Dewey School of International Studies (K-5)	63139	441	80	42.5	23.5	87.1	57.6
Froebel Elementary (K-5)	63118	262	27	29.6	18.5	93.9	75.7
Hodgen Elementary (K-6)	63104	223	33	12.1	9.1	98.7	80.2
Imagine Academy of Careers Elementary (K-5)	63118	421	63	7.9	4.8	98.2	87.8
Kennard Classical Jr. Academy (K-5)	63139	350	72	84.7	76.4	54.9	25.2
Lyon Academy of Basic Instruction (K-8)	63111	334	33	12.1	9.1	79.6	61.9
Mallinckrodt Elementary (K-5)	63139	206	36	13.9	19.4	67.0	64.3
Mann Elementary (K-6)	63116	247	37	16.2	7.5	89.5	61.8
Mason Elementary (K-6)	63139	273	33	36.4	27.8	46.5	60.1
Meramec Elementary (K-5)	63118	182	29	6.9	3.4	98.4	79.2
Monroe Elementary (K-6)	63118	181	23	26.1	8.7	85.6	73.2
Mullanphy Elementary (K-5)	63110	412	97	46.4	35.1	75.5	68.9
Oak Hill Elementary (K-5)	63116	290	37	5.4	10.8	60.0	67.7
Paideia Academy (K-8)	63111	244	53	1.9	1.9	84.5	94.8
Peabody Elementary (K-8)	63104	260	27	48.1	11.1	100.0	76.5
Shaw Visual and Performing Arts (K-5)	63139	325	62	20.9	11.3	71.7	62.8

¹ Accessed from http://www.dese.mo.gov/schooldata/school_data.html on 1/28/09

Shenandoah Elementary (K-6)	63104	115	19	21.0	10.5	94.8	79.5
Sherman Elementary (K-6)	63110	171	21	14.3	9.5	98.2	78.8
Sigel Elementary (K-6)	63104	252	28	7.1	0.0	90.1	80.3
St. Louis Charter School (K-8)	63139	910	112	24.1	26.1	57.6	66.9
Woerner Elementary (K-5)	63116	369	60	28.3	20	36.9	67.8
Woodward Elementary (K-5)	63111	283	50	24.0	14	65.0	70.6

Table B: 6th Grade

School Name	Zip Code	Total # of Students	# of Students in 5 th grade	% Prof/Advanced Communication Arts	Prof/Advanced Math	% Minority	% F/R Lunch
Adams Elementary (K-6)	63110	303	36	22.2	36.1	95.7	85.9
Bunche International Studies (6-8)	63104	259	81	24.7	21.0	86.1	79.0
Busch AAA (6-8)	63109	277	81	21.0	32.1	61.3	66.7
Compton-Drew Middle (6-8)	63110	415	130	28.0	29.2	76.6	74.1
Confluence- South City (K-8)	63118	766	25	41.0	32.0	97.8	96.9
Fanning Middle (6-8)	63116	333	69	5.7	10.1	92.2	76.2
Lift for Life Academy (6-10)	63104	347	80	12.5	7.5	95.4	96.1
Long Middle (6-8)	63111	315	100	14.0	15.0	53.7	62.2
Lyon and Blow Elementary (K-8)	63111	334	47	20.9	4.3	79.6	61.9
Mann Elementary (K-6)	63116	247	28	12.0	3.6	89.5	61.8
Mason Elementary (K-6)	63139	273	37	24.3	24.3	46.5	60.1
McKinley Classical Jr. Academy (6-8)	63104	333	111	81.9	76.5	58.3	39.5
Monroe Elementary (K-6)	63118	181	21	71.4	81.0	85.6	73.2
Paideia Academy (K-8)	63111	244	67	10.5	6.0	84.5	94.8
Peabody Elementary (K-8)	63104	260	31	19.4	22.6	100.0	76.5
Shenandoah Elementary (K-6)	63104	115	17	23.5	11.8	94.8	79.5
Sherman Elementary (K-6)	63110	171	23	4.3	0.0	98.2	78.8
Sigel Elementary (K-6)	63104	252	23	13.6	8.7	90.1	80.3
St. Louis Charter School (K-8)	63139	910	110	32.8	42.8	57.6	66.9

Private and Parochial Schools

In its first several years of operation, South City Prep does not expect to draw many students who currently attend private and parochial schools in St. Louis. However, in interviews with other established charter schools, we expect to draw some of these students in later years. Additionally, over the past several years, some private and parochial schools have closed or merged and some of these mergers will continue to happen. Evidence from other charter schools suggests that South City Prep will draw some of these students if/when such events happen.

Note the following assumptions on the table below:

- Reliable and comparative assessment information was not available for private and parochial schools.
- Only school located in 63116 and 63118 were analyzed.

Table C: Private/Parochial Schools in 63316 and 63118

School Name	Zip Code	Grade Levels	Total # of Students
Immaculate Heart of Mary	63116	K-8	217
Marian Middle School	63116	5-8	72
St. Frances Cabrini	63118	K-8	
St. John the Baptist	63116	K-8	
St. Stephen	63116	K-8	

Appendix D: Example REACH Evaluation Rubric:

Respect

___ Treat teachers like gold: My teachers care about me and my future. I never talk back, roll my eyes, or suck my teeth. My teachers are here to help me be the best, so I treat them with total respect.

___ Be Nice: I treat my teammates as I wish to be treated. I never tease, laugh at, or put down others.

___ Patience Pays: I raise my hand to speak during class. Calling out is disruptive.

___ Keep it Clean: I keep my desk, my classroom, our bathrooms, and the rest of the school spotless. I pick up trash any time I see it.

Enthusiasm:

___ Jump to It: I follow all directions all the time.

___ Focus: I commit two eyes, two ears, and one big brain to learning. I SLANT and participate actively in class.

___ Bring an A+ Attitude: I'm excited to climb the mountain to college. I always bring a positive attitude. I never whine, pout, or act out when things don't go my way.

Achievement:

___ Top Quality: I do my absolute best on all assignments. I never rush through my work. My homework and class work are always neat and complete.

___ Achievement First: I am constantly mastering new standards. My grades and test scores show dramatic gains.

Citizenship:

___ No Excuses: I take responsibility for my actions. I admit when I am wrong, and I apologize to the people I let down.

___ Be Honest: I tell the truth at all times. I never lie.

___ Help Others: I am part of the school's team and family. I celebrate the achievements of others and always look for ways to support my teammates.

Hard Work:

___ Bring My Tools: I come to class with all necessary materials. I come to school every day, and I am never late. I wear my uniform properly at all times.

___ Act Like a College Student Today: Climbing the mountain to college is not easy. To get to college, I must do all my work and treat each class like a priceless gift.

Appendix E: South City Preparatory Academy's Articles of Incorporation, Bylaws, and Certificate of Incorporation as a Missouri Non-Profit.



State of Missouri
Robin Carnahan, Secretary of State
Corporations Division
PO Box 778 / 600 W. Main St., Rm. 322
Jefferson City, MO 65102

File Number:
N01043099
Date Filed: 03/15/2010
Robin Carnahan
Secretary of State

Articles of Incorporation of a Nonprofit Corporation
(Submit with a filing fee of \$25.00)

The undersigned natural person(s) of the age of eighteen years or more for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act adopt the following Articles of Incorporation:

1. The name of the corporation is South City Preparatory Academy, Inc.
2. This corporation is a Public Public or Mutual Benefit Corporation.
3. The period of duration of the corporation is _____
"Perpetual" unless stated otherwise
4. The name and street address of the Registered Agent and Registered Office in Missouri is:
Mike Malone 5951 Marwinette Ave. St. Louis, MO 63116
Name Address City/State/Zip
5. The name(s) and address(es) of each incorporator:
Mike Malone 5951 Marwinette Ave. St. Louis, MO 63116
6. Does the corporation have members? _____ YES NO
7. The assets of the corporation will be distributed on dissolution as follows: The Board of Directors shall distribute all assets of the Corporation exclusively for charitable or educational purposes to a public benefit corporation
8. The corporation is formed for the following purpose(s): This Corporation is a nonprofit corporation organized exclusively for educational purposes, specifically to operate a public charter school in the State of Missouri.
9. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: _____
(Date may not be more than 90 days after the filing date in this Office)

(Please see next page)

Name and address to return filed document:
Name: Mike Malone
Address: 5951 Marwinette Ave.
City, State, and Zip Code: St. Louis, MO 63116

State of Missouri
Creation - NonProfit 2 Page(s)



T1007402156

In Affirmation thereof, the facts stated above are true and correct:
(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Must be signed by all Incorporator(s):

MEMO

Mike Malone March 11, 2010

Signature

Printed Name

Date Signed

Bylaws of
South City Preparatory Academy

A Missouri Non-profit Corporation

March 15, 2010

Article I- Name/Purpose

Section 1. Not For Profit.

The Corporation, South City Preparatory Academy ("SCP") is organized under and shall operate as a Public Benefit Corporation, and shall have such powers as are now or as may hereafter be granted by the Missouri Nonprofit Corporation Act.

Section 2. Purposes.

The purposes of the Corporation are educational and charitable within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment and operation of charter schools and other educational institutions and services in the greater St. Louis metropolitan area pursuant to the laws of the State of Missouri. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Missouri Law, to do all and ever thing necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state, county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing not inconsistent with the law.

Article II- Offices

The corporation may have offices as such places as the Board of Directors may from time to time determine or the business of the Corporation may require.

Article III- Directors

Section 1. Number.

The affairs of the Corporation shall be managed by the Board of Directors. The numbers of Directors to constitute the Board of Directors shall not exceed fifteen (15), unless and until changed by amendment to

this bylaw, provided, however, that there shall always be at least three (3) Directors.

Section 2.

The Directors may keep the books of the corporation at the principal business office of the corporation in this state or at such other place as they may from time to time determine and as may be permitted by law.

Article IV- Board Elections

Section 1. Tenure and Qualifications

Each Director shall hold office for a term of one (1), two (2), or three (3) years from and after his or her selection, but each Director, nevertheless, shall continue to hold office until his or her successor shall have been selected and qualified. No Director who has served two consecutive terms, except those Directors who serve an initial term of one (1) year, shall be elected to an additional consecutive term regardless if one of the two consecutive terms is for a partial two or three year term as a result of filling a vacancy on the Board. Those Directors who serve an initial term of one year shall be eligible to serve two consecutive terms of three years each. Any Director may be elected to subsequent terms after an absence of at least one year from the Board after the maximum terms allowed herein. Directors need not be US citizens or residents of the State of Missouri. Directors shall be selected on the basis of their expertise, experience and willingness and ability to contribute to the success of the Corporation.

Section 2. Removal.

Directors may be removed, with or without cause, by the vote of a majority of all of the Directors at a meeting of the Directors called expressly for that purpose. Any vacancy created by such removal shall be filled for the unexpired term in respect of such vacancy by majority vote of the Directors present at such special meeting or, in the absence of such action at such special meeting, by resolution of the board.

Section 3. Vacancies.

If the office of a Director becomes vacant for any reason, other than by removal of Director in the manner prescribed in paragraph 2 hereof, the remaining Directors shall choose a successor or successors, which successor(s) shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of Directors. Vacancies on the board will be filled by majority vote of the members of the Board of Directors, regardless of whether the number of Directors remaining constitutes a quorum.

Article V: Meetings of the Board of Directors

Section 1. Meetings and Notices.

All meetings of the governing Board of Directors will comply with the Open Meetings Act (Sunshine Law)- Chapter 610, RSMo. The first meeting of each newly elected board shall be held at such time and place as shall be convenient to a majority of the directors. Thereafter scheduled meeting dates shall be fixed by the vote of the majority of Directors. Special meetings may be called with standard notice procedures subject to the provisions of Section 4 of this Article. Emergency meetings may be called subject to the provisions of Section 5 of this Article. Both Special and Emergency meeting notification will comply with the requirements of the Open Meetings Act. Notice of any annual, scheduled or special meetings shall be

provided to Directors and newly elected Directors at least fifteen (15) days in advance of such meetings such time and place as shall from time to time be determined by the majority of Directors. Such notice may be by U.S. Mail, e-mail, facsimile or other written electronic communication addressed to an approved address, e-mail account or facsimile number. Each Director shall provide to the chairperson and the secretary an approved mailing address, e-mail account or accounts, facsimile number or other electronic address for such notice purposes. It will be the responsibility of each Director to update such notice destinations if changes occur. If mailed via U.S. Mail, such notices shall be deemed to be delivered when deposited in the U.S. Mail in a sealed envelope so addressed with postage thereon prepaid. Electronic notice via facsimile, e-mail or otherwise shall be considered received if sent in a timely way consistent with these Bylaws.

In the event the dates, times and locations of a Directors Meetings cannot be agreed upon by a majority of the Directors the chairperson shall select a location for said meetings. Alternatively, the board may meet at such places, dates, and times as shall be fixed by a majority vote of the board or Directors in session or by a majority of all Directors in writing.

Section 2. Annual Meeting.

The annual meeting of the board shall be held in June at such time and place as shall be determined by the board.

Section 3. Scheduled Meetings.

The Directors may agree to an advance schedule of meetings as required and necessary for the orderly conduct of the business of the Corporation by a majority vote of the board of directors while in session or by a majority of all directors in writing.

Section 4. Special Meetings.

Special meetings may be called by the chairperson, any other two officers or a majority of all the directors in writing. A special meeting is any meeting of the Board not previously scheduled by the Directors. Such special meetings will require compliance with the standard notice provisions of these Bylaws or of the Open Meetings Act, whichever is more restrictive. At such special meetings only those matters requiring the timely attention of the Board shall be considered.

Section 5. Emergency Meetings.

In accordance with the Open Meetings Act (Sunshine Law)- Chapter 610.020, RSMo, an emergency meeting of the Board of Directors may be called provided that at least 24 hours public notice has been given before holding the meeting. Notwithstanding any other notice provisions of these Bylaws the chairperson or any other two officers of the board may call an emergency meeting of the board providing only that notice which is practicable given the emergent circumstances requiring the meeting. Such emergency meetings will require compliance with the standard notice provisions as outlined in these Bylaws or in the Open Meetings Act, whichever is more restrictive. At such meeting the chairperson or the most senior vice chairperson available shall chair such meeting. In the event that neither the chairperson or vice chairpersons are available, the treasurer shall chair the meeting or in the absence of the treasurer the secretary shall chair the meeting. If no officer is available the chairperson or vice chairperson in the order of seniority shall designate a chair for the emergency meeting. At such emergency meetings only those matters requiring the immediate attention of the Board shall be considered.

Section 6. Quorum

A majority of the incumbent directors shall constitute a quorum for the transacting of business at any meeting of the Board of Directors. Members of the Board of Directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

Article VI- Committees

Section 1. Executive Committee

The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Executive Committee, which shall consist of at least three (3) Directors of the corporation. The Executive Committee shall have and exercise the authority of the Board of Directors between meetings of the Board of Directors.

Section 2. Standing Committees

The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate one or more other Board committees, each of which shall include at least one (1) Director. Such committees shall exercise authority only to the extent specified by the Board of Directors.

Section 3. Advisory Committees

The Board of Directors may establish one or more Advisory Committee(s) consisting of persons appointed by the Chairperson and approved by the Board of Directors for the purpose of guidance to the Board of Directors on matters of curriculum, students affairs and other matters related to the Corporations's activities and affairs. If established, any Advisory Committee(s) shall meet at such times and places as may be determined by the chairperson of said Advisory Committee(s). The chairperson of each Advisory Committee shall be designated by the Board of Directors. One third of the members of the Advisory Committee shall constitute a quorum for purposes of voting providing a quorum must consist of at least two people. Members of the Advisory Committee shall not receive salaries for their services, but, by resolution of the Board of Directors, expenses of attendance may be reimbursed. The members of any Advisory Committee, including the chairperson, need not be Directors of the Corporation. Nothing in this section shall prohibit the Board of Directors from engaging any member of an Advisory Committee to provide professional service to the Corporation provided such serves are contracted for in writing and in accordance with all provisions of these Bylaws.

Section 4. Procedure

The act of a majority of the members of a committee present at any meeting at which there is a quorum shall be the act of the committee, unless the action is one upon which, by express provision of the statutes, the Articles of Incorporation, these Bylaws, or a resolution of the Board of Directors, a different vote is required, in which case such express provision shall govern and control. Provisions in these Bylaws pertaining to meetings of the Board shall also apply to committee or committees of the Board.

Section 5. Quorum

At all meetings of committees, a majority of the members of the committee shall be necessary and

sufficient to constitute a quorum for the transaction of business.

Article VIII- Officers

Section 1, Officers

The officers of the Corporation shall consist of a Chairman of the Board, Vice-Chairman, a Secretary and such other officers as may be elected by the Board of Directors. The Board may also have a Treasurer, one or more Assistant Secretaries and Assistant Treasurers, and such officers and agents as it shall deem necessary, who shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors.

Section 2, Terms

The officers of the Corporation shall hold office until successors are chosen and qualify in their stead. Any officer elected or appointed by the Board of Directors may be removed at any meeting of the Board of Directors by the affirmative vote of a majority of the Directors provided specific notice of such pending action is given as an agenda item for the meeting as provided in these Bylaws. If the office of any officer becomes vacant for any reason, the vacancy may be filled by the Board of Directors.

Section 3. Chairperson of the Board of Directors

The Board of Directors shall elect a Chairperson of the Board of Directors who shall be a director of the Corporation. The director so elected shall serve a three-year term as the Chairperson of the Board of Directors. The chairperson shall preside at all meetings of the board and, in his or her absence, a vice-chairperson in order of seniority, if more than one, shall so preside. The chairperson shall serve as an ex-officio member of all committees and perform such other duties as may be prescribed by the Board of Directors from time to time.

Section 4. Secretary and Assistant Secretary

The Secretary of the Board shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the board. He or she shall be responsible for authenticating the records of the corporation.

The Assistant Secretaries, if any, in order of their seniority shall, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary and shall perform such other duties as the Board of Directors may prescribe.

Section 5. Treasurer and Assistant Treasurer

At each regular meeting and at the annual meeting of the Board of Directors, the Treasurer of the Board of Directors shall provide a financial report for the preceding period. In addition to the foregoing, the treasurer shall perform all duties normally incident to the office of treasurer and as required by law, as well as such other duties as from time to time may be assigned by the Board of Directors. The treasurer shall serve as chairperson of the Finance Committee. The assistant treasurers, if any, in order of their seniority shall, in the absence or disability of the treasurer, perform the duties and exercise the powers of the treasurer and

shall perform such other duties as the Board of Directors may prescribe.

Article IX. Employees, Consultants, Contracts, Checks, Deposits, and Funds

Section 1. Employees and Consultants

The Board of Directors may engage such employees and consultants as it deems necessary to fulfill the purposes of the Corporation. The terms of such engagement or employment, including their respective duties and authority of such employees or consultants, shall be delineated in writing and approved by the Board of Directors.

Section 2. Contracts

The Board of Directors may authorize any officer or officers, agent or agents or the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 3. Checks

All checks or demands for money and notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

Article X. Fiscal Year

The fiscal year of the corporation shall begin the first day of July in each year.

Article XI. Alteration, Amendment or Repeal of Bylaws

These Bylaws may be altered, amended, or repealed at any regular or special meeting of the Directors by the affirmative vote of a majority of all the Directors in office.

Article XII. Records

Section 1. Records

The corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Directors without a meeting, and a record of all actions taken by committees of the Board of Directors.

Section 2. Accounting Records

The corporation shall maintain appropriate accounting records. A copy of the following records shall be

kept at the corporation's principle office: The Articles of Incorporation and all amendments to them currently in effect; these Bylaws and all amendments to them currently in effect; a list of the names and business or home addresses of the current Directors and officers; the most recent annual report delivered to the Secretary of State; and appropriate financial statements of all income and expenses.

Article XIII. Conflicts of Interest

Section 1. Definition

For purposes of this Article, the following terms shall have the following meanings: A "conflict of interest" is defined as any instance where an individual's actions or activities on behalf of the Corporation or any subsidiary of the Corporation involve the obtaining of an improper gain or advantage to the individual, or have an adverse impact on the Corporation's interests or its subsidiary's interests.

"Immediate family" for the purpose of this Article, is defined as spouse, children, mother, father, siblings, or any other relative living in the individual's household. A conflict of interest transaction is "authorized, approved or ratified" if it receives the affirmative vote of a majority of the Directors of the Board or on the committee, who have no direct or indirect interest in the transaction, but a transaction may not be authorized, approved, or ratified by a single director. If a majority of the directors on the board of who have no direct or indirect interest in the transaction are present and vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking action under this Article.

Section 2. Approval

A transaction in which a director or a director's immediate family has a conflict of interest may be approved if the material facts of the transaction and the director's interest are disclosed or known to the board of directors or committee of the board and the board or committee of the board and such the board or committee authorizes, approves, or ratifies the transaction.

Section 3. Staff Members

Staff members and their immediate families will not benefit materially from the organization beyond receipt of salaries, fringe benefits, and reimbursement for authorized expenses.

Article XIV: Indemnification of Officers and Directors.

Section 1. Indemnification

The Corporation will, to the fullest extent now and hereafter permitted by law, indemnify any Director or officer of the Corporation (and, to the extent provided in a resolution of the Board of Directors or by contract, may indemnify any volunteer, employee or agent of the corporation) who was or is a party to or threatened to be made a party to any threatened, pending or completed action, suit or proceeding by reason of the fact that the person is or was a Director, officer, volunteer, employee or agent of the corporation, or is or was serving at the request of the Corporation as a director, trustee, officer, partner, volunteer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses including attorney's fees (which expenses may be paid

by the Corporation in advance of a final disposition of the action, suit, or proceeding as provided by the law), judgments, penalties, fines and amounts paid in settlement actually and reasonably incurred by the person in connection with the action, suit or proceeding if the person acted (or refrained from acting) in good faith and in a manner the person reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, if the person had no reasonable cause to believe his or her conduct was unlawful.

Section 2. Rights to Continue

This indemnification will continue as to a person who has ceased to be a Director or officer of the Corporation. Indemnification may continue as to a person who has ceased to be a volunteer, employee or agent of the Corporation to the extent provided in a resolution of the Board of Directors or in any contract between the Corporation and the person. Any indemnification of a person who was entitled to indemnification after such person ceased to be a Director, officer, volunteer, employee or agent of the Corporation will inure to the benefit of the heirs and personal representatives of that person.

STATE OF MISSOURI



Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

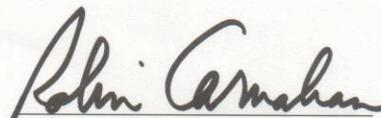
WHEREAS, Articles of Incorporation of

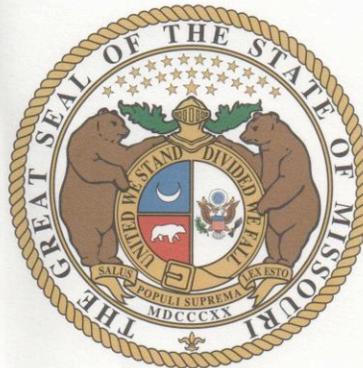
South City Preparatory Academy, Inc.
N01043099

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, ROBIN CARNAHAN, Secretary of the State of Missouri do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
15th day of March, 2010.


Secretary of State



Appendix F: Board Member Resumes and Board Member Questionnaires

MATTHEW L. STARK

4986 Botanical Ave, St. Louis, MO 63110, Phone (314) 488-1752 matthewstark@allstate.com

PROFESSIONAL EXPERIENCE

Agency Owner, Matthew Stark Insurance, April 2006 – Present
Allstate Insurance, Richmond Heights, MO

- ◆ Manage agency growth and acquisition
- ◆ Increased agency annual premiums in to \$3M in 2009
- ◆ Manage expenses, budgeting, and projecting income and expenses
- ◆ Tracking growth and key measurements to assess the health of the business
- ◆ Develop marketing strategies, sales material, and product presentations
- ◆ Maintain healthy client relationships through helping them manage life's events through identifying risk, planning for the future, and helping them recover from the unexpected
- ◆ Encourage staff goal setting, establishing office procedures, and compensation.
- ◆ Planning strategies for changes in the insurance industry and changes in local market place
- ◆ Proactively network and seek new business relationships
- ◆ Continuing training and education and staff development

Sales Associate, Allstate Insurance, September 2004 – April 2006
Allstate Insurance, Springfield, MO

- ◆ Sell property and casualty insurance to individual households
- ◆ Cross-sell existing client base through telemarketing and client reviews
- ◆ Manage agency underwriting procedures on new business and client communication on resolution

Accounting Associate, Securities Accounting, April 2004 - July 2004
MetLife Insurance, Financial Operations - Securities Financial Management, Tampa, FL

- ◆ Perform stock and bond analysis, specifically income and principle payment issues, security yield analysis, and all related accounting entries in the corporate ledger
- ◆ Resolve asset reconciliation variances between MetLife's subsidiary holdings and the custodian banks
- ◆ Ensure the timely payment of receivables and accrued interest payments

Accounting Associate - Team Lead, Separate Account Reconciliation, June 2002 - April 2004
MetLife Insurance, Financial Operations - General Accounting, Tampa, FL

- ◆ Supervise and coordinate the efforts of four analysts in the daily reconciliation of MetLife Separate Accounts
- ◆ Organize monthly unit meetings and facilitate analyst training
- ◆ Analyze and report monthly to senior management on ledger cash flows and outstanding issues
- ◆ Drive timely performance of accounting responsibilities from various processing departments through collaboration with business controllers

EDUCATION

Missouri State University, Springfield, MO

Bachelor of Science, Finance, August 2002

Bradford R. White
Illinois Education Research Council
Southern Illinois University Edwardsville
Edwardsville, IL 62026
phone: 618-650-2240
fax: 618-650-2425
e-mail: brawhit@siue.edu

Experience

2007 - Present	Senior Researcher, Illinois Education Research Council Southern Illinois University Edwardsville
2004 - 2007	Researcher, Illinois Education Research Council Southern Illinois University Edwardsville
2001 - 2004	Research Specialist, Consortium for Policy Research in Education University of Wisconsin-Madison
1999 - 2001	Program Evaluator & School Improvement Consultant, Wisconsin Department of Public Instruction, Madison, WI
Summer 1998	Intern, Thomas B. Fordham Foundation, Washington, DC

Education

M.A. (Education Policy), 2001, University of Wisconsin-Madison

B.S. (Cognitive Science), 1998, Vanderbilt University

Additional coursework on: Hierarchical Linear Modeling, SAS programming I & II, and Using Census Data

Professional Affiliations

- American Education Research Association
- American Education Finance Association
- Association for Institutional Research
- Illinois Longitudinal Data System Advisory Committee
- Illinois P-20 Council (ex-officio)
- Advance Illinois State Report Card Advisory Board

Selected Publications

White, Bradford R., Jennifer B. Presley, and Karen J. DeAngelis (2008). Leveling Up: Narrowing the Teacher Academic Capital Gap in Illinois. (Policy Brief IERC 2008-1). Edwardsville, IL: Illinois Education Research Council.

Klostermann, Brenda K., Bradford R. White, and Jennifer B. Presley (2006). The Illinois Early Childhood Teacher Reserve Pool Study. (Policy Research Report IERC 2006-4). Edwardsville, IL: Illinois Education Research Council.

Presley, Jennifer B., Bradford R. White, and Yuqin Gong (2006). Examining the Distribution and Impact of Teacher Quality in Illinois. (Policy Research Report IERC 2005-2). Edwardsville, IL: Illinois Education Research Council.

Kimball, Steven, Bradford White, Anthony T. Milanowski, & Geoffrey Borman. (2004). Examining the Relationship between Teacher Evaluation and Student Assessment Results in Washoe County. *Peabody Journal of Education*, 79(4), 54-78.

White, Brad (2004, April) The Relationship Between Teacher Evaluation Scores And Student Achievement: Evidence from Coventry, RI. (CPRE Working Paper Series TC-04-04). Madison: University of Wisconsin-Madison, Wisconsin Center for Education Research, Consortium for Policy Research in Education.

White, Brad (2003, September). Performance-Based Teacher Compensation in Iowa. (CPRE Working Paper Series TC-02-11). Madison: University of Wisconsin-Madison, Wisconsin Center for Education Research, Consortium for Policy Research in Education.

White, Bradford R., Juanita S. Pawlish, B. Scott Jones, Bette Actor, Susan Ketchum, and David Fulton (2000). The Comprehensive School Reform Demonstration Program in Wisconsin: The Wisconsin Department of Public Instruction Second Year Evaluation. Madison: Wisconsin Department of Public Instruction.

Selected Presentations

White, Bradford R. (2009). Narrowing the Teacher Academic Capital Gap in Illinois. The Seventh IERC Research Symposium, Champaign, IL.

White, Bradford R., Karen J. DeAngelis, and Jennifer B. Presley (2009). Teacher Academic Capital in Illinois, 2001-2006: Closing the Gap? American Educational Research Association, San Diego, CA.

White, Bradford R. White and Christopher M. Mullin (2009). Using Education Research and Data to Inform Induction and Mentoring. Illinois New Teacher Collaborative, Springfield, IL.

White, Bradford R. and Kathleen S. Brown (2009). How Teacher Quality Contributes to Student Achievement. Illinois Kids Count 2009 Symposium, Chicago, IL.

White, Bradford R., Jennifer B. Presley and Karen J. DeAngelis (2008). Teacher Academic Capital in Illinois, 2001-2006: Closing the Gap? American Education Finance Association 33rd Annual Conference, Denver, CO.

White, Bradford R. and Yuqin Gong (2007). Reverse Transfers and Swirlers: The Rule or the Exception to the Rule? Annual Forum of the Association for Institutional Research, Kansas City, MO.

White, B. (2004). The Relationship between Teacher Evaluation Scores and Student Achievement: Evidence from Coventry, RI. American Educational Research Association, San Diego, CA.

Kelli Best-Oliver

3179 Leola, St Louis, MO 63139 • (314) 941-3845
kbestoliver@yahoo.com

Currently: Doctoral student, food writer for *Riverfront Times*, various gardening development projects in conjunction with Yellow Tree Farm.

Work Experience

Teaching Certification: English 9-12, Missouri Career Professional Certificate

University of Missouri-St Louis, St Louis, MO Oct 2008-Oct 2009
Coordinator of Post-Degree Certification Programs/Academic Advisor

Maplewood Richmond Heights High School, Maplewood, MO 2004-2008
Director of Writing Center/English Teacher

Maplewood Richmond Heights Student Success Center, Maplewood, MO 2004-2006
English Teacher

Bamberg American High School, Bamberg, Germany August 2003-December 2003
Teaching Intern

Multicultural Affairs Center, Truman State University July 2002—May 2003
Graduate Assistant—Scholastic Enhancement Experience

Education

University of St. Thomas, Minneapolis, MN July 2007-present
• Doctorate in Educational Leadership 4.0 GPA
Collateral Areas: Critical Pedagogy and Public Policy

Truman State University, Kirksville, MO
• Master of Arts In Education, Secondary English, 4.0 GPA May 2004
• Bachelor of Arts, English Composition, 3.55 GPA May 2002
Exercise Science Minor

Leadership/Scholarship

Safe Connections Young Professionals Board Member 2010-present
Slow Foods St Louis Member 2009-present
State Presenter, MATE Write-to-Learn Conference Feb. 2007
The Complete Writer: How One School Prioritized Writing (and Created A Culture of Writers in the Process)
National Presenter, NCTE Annual Conference, Nashville, TN Nov. 2006
New Teachers Discovering Common Ground Through Electronic Networking
National Presenter, NCTE Annual Conference, Pittsburgh, PA Nov. 2005
The Complete Writer: How One School Prioritized Writing (and Created

A Culture of Writers in the Process)

Missouri Humanities Program, Cooperating School Districts, St Louis, MO	2004-2007
Academic Calendar Committee, MRHSD	2006-
2007	
Communications Forum Committee, MRHSD	2006-2007
African-American Achievement Gap Task Force	2006-present
New Teacher Mentor	2006-present
Parenting Teen Mentor	2004-present
Women Who Look Ahead Mentor	2004-present
Student Council Advisor	2005-present
Gay/Straight Alliance Advisor	2006-present
Assistant Varsity Soccer Coach, Boys and Girls, MRH High School	2004-present
Missouri State Teachers Association, member	2004-2008
National Council of Teachers of English, member	2004-2008
Varsity Soccer, Team Captain, Truman State University	1998-2001

Michael Malone

5951 Marwinette Ave
St. Louis, MO 63116

314-800-3097
michaelmalone19@gmail.com

Qualifications

- Key part of initial leadership team developing statewide nonprofit charter support organization.
- Deep experience in program development, grant review, quality improvement, and coordinated technical assistance to charter public school sector.
- Director at membership and professional organization serving two of the nation's largest charter school markets.
- Experienced public school educator with international classroom experience.

Experience

Missouri Charter Public School Association – St. Louis, MO

Director of Member Services and New School Development, January 2008 – present

- Part of initial leadership team engaged in entrepreneurial development of statewide charter school membership and professional organization.
- Developed organization's first school improvement program and exceeded participation goals by over 50% in first year.
- Facilitated grant review process leading to over \$1 million in additional funding to quality St. Louis charter school start-ups in the program's first 18 months.
- Created association's first cooperative purchasing venture, saving schools over \$250,000 the first year and generating over \$10,000 in revenues for the organization.

St. Louis Charter School – St. Louis, MO

Middle School Social Studies and Science Teacher, August 2001 – January 2008

- Appointed to School Leadership Team and lead initiative to recalibrate middle school social studies curriculum.
- Co-Director of school's after school tutoring program, leading to city's highest charter proficiency ratings on statewide assessment.
- Served on the Professional Development Team and played critical role in ten key hiring decisions intended to improve instructional quality.

McPherson High School – McPherson, KS

High School Social Studies Teacher, August 1999 – August 2001

Education

Central Michigan University – Mount Pleasant, MI

Master in Educational Leadership, Charter Schools. Completion date: August, 2011

Greenville College – Greenville, IL

Bachelor of Science. Completion date: May, 1999

Major: Secondary Education

Key Activities and Recognition

St. Louis Charter School

- Teacher of the Year Award Winner (2005)
- Motivating Teacher Award Winner (2006)

McPherson High School

- Elected Commencement Speaker by Class of 2002

The Journey Community Church

- Community Group Leader (2007-2009)
- Men's Leadership Group (2008-2009)

CARTER CUNNINGHAM
4172 Flad Avenue
Saint Louis, MO 63110
314-223-8606
CCunningham@wustl.edu

EDUCATION

WASHINGTON UNIVERSITY OLIN BUSINESS SCHOOL

St. Louis, MO
2008-Present

Candidate for Master of Business Administration, May 2010

- Top 20% in several courses, including: Economics, Marketing, Strategy, Accounting, and Taylor Consulting Project
- 1st place Olin Integrated Case Experience
- MBA Managerial Economics Teaching Assistant
- Coursework covering simulation and statistical software: Crystal Ball, @Risk, and R

UNIVERSITY OF MISSOURI

Columbia, MO

Bachelors of Science in Business Administration: Economics

- Cumulative GPA: 3.96, Honors in Economics, General Honors

EXPERIENCE

Education Pioneers Fellow

Chicago, IL

High-caliber graduate students with professional backgrounds make an immediate impact in education by spending the summer working on a mission-critical project for a field leading organization.

Summer 2009

Fellow, New Leaders for New Schools

- Led first stage of a new growth project by collecting qualitative data on school leader perceptions and quantitative data on current service gaps
- Performed budget and financial trend analysis for New Leaders for New Schools Chicago office, a multimillion dollar operation
- Interviewed more than 30 New Leaders and staff from a variety of functions in detailed, job specific conversations
- Created a Wiki, wrote portions of development and grant proposals, and performed budget and financial trend analysis

Teach For America

St. Louis, MO

Highly selective teaching corps designed to help close the achievement gap between poor and rich students

2006-2008

by placing recent college graduates of all majors in poorly performing urban and rural schools across the country and supporting alumni outside and inside the educational system in their effort to end educational inequity

Corps Member Advisor

2008 - 2008

- Led twelve Corps Members who had no prior teaching experience during a five week summer training, resulting in all twelve Corps Members receiving full time teaching positions for the fall
- Instructed up to 60 Corps Members at a time on education research and effective teaching methods
- Managed operational elements, including scheduling, documentation, and student data collection for my twelve Corps Members

High School Math Teacher

2006-2008

- Selected by administrators to co-direct school-wide task force with the goal of creating an economically sustainable school
- Initiated and taught the school's first geometry and algebra II courses, which included creating school wide curriculums for both courses

OTHER INFORMATION

Test Scores GMAT: 760 (99th percentile); ACT composite: 33 (99th percentile); SAT combined: 1450 (99th percentile)

Language German: Elementary proficiency

Honors Phi Beta Kappa Society, Beta Gamma Sigma business fraternity

Board Member Questionnaire

I. Background

- 1. Describe your educational and employment history. You may complete this item by attaching a resume.**

Brad White (BW): See attached resume

Kelli Best-Oliver (KBO): See attached resume

Matt Stark (MS): See attached resume

Carter Cunningham (CC): See attached resume

- 2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.**

BW: Yes, I will be at least 18 years old by January 1 of the year in which the proposed charter school would open. My date of birth is October 15, 1975.

KBO: I will be at least 18 by January 1, 2011.

MS: I will be at least 18 years old by January 1 of the year in which the proposed charter school would open. My date of birth is November 07, 1978.

CC: I will be at least 18 by January 1, 2011.

- 3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?**

BW: I met school founder Mike Malone when he was representing the Missouri Charter Public School Association at a schools fair in October 2008 and found that we shared an interest in education reform and, particularly, improving the educational opportunities for students in Saint Louis. More than a year later, when Mr. Malone informed me of his desire to start South City Prep and explained the vision of the school, I asked how I could help and he offered that I could volunteer to sit on the Board.

KBO: I met Mike Malone through a mutual friend who thought our interests in education could be mutually beneficial to each other. After Mr. Malone and I met and discussed the vision of South City Preparatory Academy, I decided I would like to become part of the project.

MS: I've known the school developer, Mike Malone, personally for three years. We have served together on several projects at our church where we have found a common interest in improving schools within our city.

CC: School founder Mike Malone and I met through a mutual friend. He presented the idea of founding a high performing charter school in St. Louis City, and I have been working with him and the rest of the board since then.

4. Explain why you would like to serve on the board.

BW: I would like to serve on the board of South City Prep in order to improve the educational achievement and future opportunities for the children of my community.

KBO: I have a passion for education, particularly in urban areas. I am also passionate about city living and the importance of quality public schools. In light of the educational climate and history in St Louis, I see charter schools as potentially playing a vital role in providing educational options for families in the city. I would like to be a part of developing those options.

MS: I believe South City Prep will be a quality public option for education for the residence of St. Louis City. As a parent and resident of the city, I see a tremendous need for improvement in the public school system in our community.

CC: I believe in the rights of all students to have the opportunity to attain excellent education, particularly in urban areas. Given the educational climate and history in St Louis, charter schools could potentially play an important role in providing educational options for families in the city and serving as proof of concept for innovative best practices. I would like to be a part of developing those options.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

BW: Though I have not served on a board of a school district or not-for-profit corporation, I do have experience working with boards via my employment with several nonprofit education policy and research organizations. I wish to serve in this capacity for the reasons stated in response to Question #4.

KBO: I am currently a member of the Young Professionals Board of Safe Connections, an organization that provides services to survivors of domestic violence. As a member of this board, I help plan fundraising and awareness events, as well as help spread the message of Safe Connections as an organization.

MS: I have not previously served on the board of a school district or a not-for-profit corporation.

CC: I have not served on a board in the past. I believe this is an excellent opportunity to serve St. Louis on an issue about which I feel passionately.

6. What is your understanding of the appropriate role of a public charter school board member?

BW: As a board member, my role would be to actively participate in and advocate for the development and success of South City Prep. My duties would include ensuring that the school has the financial and

professional capacity to succeed, and holding the school accountable for academic performance and fiduciary responsibility.

KBO: As a board member, I am responsible for the governance of South City Preparatory Academy. Board members ensure that staff members execute their jobs in accordance with the vision of South City Preparatory bylaws. For SCPA board members, this means supporting and holding accountable the Head of School, fundraising, spreading the mission and vision of the school, maintaining fiscal responsibility and stability, and ensuring that the school and its staff are held accountable for high levels of student achievement.

MS: My primary role as a board member is to contribute support and oversight to the operation and direction of the school according to its vision and mission. My responsibilities are to ensure the schools success in the areas of its leadership, academic achievement, and financial capacity while exercising fiduciary responsibility.

CC: As a board member, I am responsible for the governance of South City Preparatory Academy. Board members ensure that staff members execute their jobs in accordance with the vision of South City Preparatory bylaws, and hold them accountable if they do not.

For SCPA board members, this means:

- a) Supporting and holding accountable the Head of School
- b) Fundraising
- c) Spreading the mission and vision of the school
- d) Maintaining fiscal responsibility and stability
- e) Ensuring that the school and its staff are held accountable for high levels of student achievement.

7. What relevant knowledge and experience will you bring to the board?

BW: Through my graduate training and professional experience (see attached resume), I have gained extensive knowledge and skill in education research and policy analysis that I anticipate will contribute to the success of South City Prep.

KBO: I have a masters degree in secondary education, and am currently a doctoral student in educational leadership, with emphasis areas of critical pedagogy and public policy. I have several years' teaching experience, and all of my educational experience is working with diverse student populations. I've also taught high-risk students in alternative settings and worked at UM-St Louis's School of Education in teacher certification. I bring a critical perspective to curriculum and instruction, teacher development, and school leadership.

MS: I will lend support in the areas of accounting and finance. I have a background in corporate accounting and currently own an insurance agency in St. Louis, MO.

CC: I graduated from the University of Missouri and joined Teach For America as a high school math teacher in 2006. I taught Geometry, Algebra II/Trigonometry, and several other courses for two years at E.H. Lyle Middle and High School, a charter school in urban St. Louis. I have since worked as an operational consultant for City Academy, a St. Louis City independent school, on creating a year round schedule. I have performed competitive and budget analysis for Provident, a St. Louis based social services provider, and created course guides for a joint venture between the United Way-St. Louis and Washington University focused on connecting MBA students with local non-profit boards. I also worked for Teach For America as a new teacher trainer. I will receive my MBA from Washington University in St. Louis in May 2010.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

BW: By the end of its first year, the most notable sign of success at South City Prep would be evidence that all students have made more than a year's worth of growth – both academically and personally, as young men and women who are willing and able to contribute to the continued prosperity of themselves and their community. After four years, I would expect the success of South City Prep to be evident in an established local and growing national reputation as a leading urban college preparatory institution, with students and staff whose academic and personal growth and achievement continues to exceed expectations and who feel a sense of personal fulfillment and engagement with their school and society.

KBO: At the end of Year One, South City Preparatory Academy students will have made significant gains in both ability and achievement. Ideally, we will have low student turnover, and both students and families will report a high level of satisfaction with their experiences at South City Preparatory Academy. Because of our initial success, we will have very little trouble filling our next class of students. Teachers will be excited about continuing their work at SCPA. In four years, our first class of fifth graders will be entering high school. Our first classes of students will be at grade level in all core areas. We will be at capacity enrollment, and there will be a waiting list for entering fifth graders. SCPA will have established itself as a statewide leader in charter school achievement, and our teachers will become instructional leaders and mentors to new teachers. SCPA will also have established itself as a community resource for students and families and our older students will have begun their work as leaders in their community. SCPA will be fiscally sound with a solid development program, and we will be in a facility appropriate for our expansion into high school.

MS: My vision for success in the first year is that our students grow academically with measurable progress. SCPA would anticipate a high percentage of students and staff returning for the following school year. Financially, SCPA will have established a strong track record with our vendors and creditors, while building our cash surplus to strengthen our financial footing.

Within the fourth year, SCPA will have demonstrated success in academic achievement with students at grade level in core areas. SCPA will be operating at capacity with healthy rates of student attendance. The school will have expanded its capacity to accommodate the expansion into high school and be established financially. SCPA will be an established institution of learning operating as a model for success.

CC: At the end of Year One, South City Preparatory Academy students will have made significant gains in both ability and achievement. Ideally, we will have low student turnover, and both students and families will report a high level of satisfaction with their experiences at South City Preparatory Academy. Because of our

initial success, we will have very little trouble filling our next class of students. Teachers will be excited about continuing their work at SCPA.

In four years, our first class of fifth graders will be entering high school. Our first classes of students will be at grade level in all core areas. We will be at capacity enrollment, and there will be a waiting list for entering fifth graders. SCPA will have established itself as a statewide leader in charter school achievement, and our teachers will become instructional leaders and mentors to new teachers. SCPA will also have established itself as a community resource for students and families and our older students will have begun their work as leaders in their community. SCPA will be fiscally sound with a solid development program, and we will be in a facility appropriate for our expansion into high school.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

BW: The mission of the school is to prepare students to succeed in college by providing the structure and support required to achieve academic excellence, personal character, and civic responsibility.

KBO: SCPA's mission is to become the highest-performing non-selective charter school in the St Louis area, with 100% of SCPA graduates attending post-secondary educational institutions. Our goal is to prepare all students for success in college, as well as facilitate student development into community leaders. SCPA will do that through high expectations, rigorous curriculum and instruction, and a series of research-based, best practices from successful urban charter schools.

MS: My understanding is our mission seeks to prepare students to enter, succeed in, and graduate from college by challenging them academically, emphasizing the importance of character and community responsibility, and providing a structured and well supported learning environment.

CC: SCPA's mission is to become the highest-performing non-selective charter school in the St Louis area, with 100% of SCPA graduates attending post-secondary educational institutions. Our goal is to prepare all students for success in college, as well as facilitate student development into community leaders. SCPA will do that through high expectations, rigorous curriculum and instruction, and a series of research-based, best practices from successful urban charter schools.

10. Are you familiar with the school's proposed educational program? How would you describe it?

BW: Yes, I am familiar with the school's proposed educational program. I would describe the program as rigorous, data-driven, ambitious and innovative. The designers show a clear understanding of the prevailing evidence on effective curriculum, instruction, and assessment programs, deftly combined with state-of-the-art organizational structures and strategic management ideas designed to boost student achievement.

KBO: I am familiar with the educational program as I helped design it. Simply, our academic philosophy emphasizes both rigor and cultural relevance.

MS: Yes. The proposed educational program is data driven towards measurable results. The staff of the school will implement a rigorous curriculum intended towards improving student outcomes.

CC: I am familiar with the school's educational program. It is rigorous and focuses on developing literacy and mathematic skills and knowledge. It aims to provide culturally relevant curriculum and implement sound instructional practices.

11. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

BW: Successful schools teach students the knowledge and skills necessary to maximize their potential, broaden their future options, and thrive as individuals and members of society. In order to ensure that the school is successful, the board of South City Prep must work actively and collaboratively with administration and fellow board members to provide responsive and responsible leadership for the school. Specifically, during the first year or two each board member must contribute their time and expertise to support the school by helping to shape school governance and monitor organizational performance.

KBO: A successful school has high expectations that are clearly communicated, positive relationships between school and families, highly-qualified, committed teachers who are well-supported by administration, and an active board committed to managing and supporting the mission of the school. The board will help do this through aggressive, deliberate staff and student recruiting and extensive community outreach and partnership-building. The board must also hold both administrators and teachers accountable to the mission and philosophy of the school.

MS: The most important aspect of success is for the school to produce strong student outcomes and achievement. My experience as a small business owner has taught me that any organization needs its operation to be financially sustainable to ensure its future. The board's oversight on the school's finances from planning to implementation will be important in ensuring the proper resources are given to the educational efforts of the school while meeting its obligations.

CC: A successful school has high expectations that are clearly communicated, positive relationships between school and families, highly-skilled, committed teachers who are well-supported by administration, and an active board committed to managing and supporting the mission of the school. The SCPA board will help do this through aggressive, deliberate staff and student recruiting and extensive community outreach and partnership-building. The SCPA board must also hold both administrators and teachers accountable to the mission and philosophy of the school.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

BW: No.

KBO: No

MS: No

CC: No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

BW: No.
KBO: No
MS: No
CC: No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

BW: No.
KBO: No
MS: No
CC: No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

BW: N/A.
KBO: N/A
MS: No
CC: No

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

BW: No.
KBO: N/A
MS: No
CC: No

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

BW: No.
KBO: I can possibly see myself employed by the school at some point as either an administrator or teacher, but I would resign my seat on the board before pursuing either.
MS: No
CC: I can possibly see myself employed by the school at some point as an operations/business administrator, but I would resign my seat on the board before pursuing either.

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

BW: No.

KBO: No
MS: No
CC: No

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends or family).

BW: I would bring my concerns to the attention of the board and the head of school immediately and, if my beliefs were found to be warranted, recommend that the individual be removed from the board.

KBO: I would address the situation both with the board member and the remaining members of the board and we would collectively take action.

MS: I would address my concerns with the entire board and the head of school so we could collectively decide on the necessary actions regarding the situation.

CC: I would collect evidence on the perceived 'self-dealing'. If such evidence could be found, I would confront the board member and present the evidence to the rest of the board. We would likely engage legal counsel and pursue the path most beneficial to the future and integrity of the school.

Appendix G: board member responsibilities form, prospective board member nomination form and prospective board member statement form.

South City Preparatory Academy

Board Responsibilities

South City Preparatory Academy's Mission is to prepare students to enter, succeed in, and graduate from college by challenging them academically, emphasizing the importance of character and community responsibility, and providing a structured and well supported learning environment.

General Responsibilities

Each director is responsible for actively participating in the work of South City Preparatory Academy's Board of Directors and in the development of South City Preparatory Academy's. As a group, the board's general responsibilities include, but are not limited to the following: (1) supporting and periodically evaluating the Head of School, (2) ensuring strong organizational planning and resources, (3) ensuring and maintaining accountability, (4) exercising fiduciary responsibility, and (5) fundraising.

Each director is expected to affirm and strive to fulfill the performance expectations outlined below.

Specific Responsibilities

1. Believe in and be an active advocate and ambassador for the values, mission, vision, policies, and administrative structure of South City Preparatory Academy.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Regularly attend board and committee meetings, which are each approximately one to two hours in duration. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
4. Behave in ways that clearly contribute to the effective operations of the Board of Directors:
 - Focus on the good of the organization, not on a personal agenda
 - Support board decisions once they are made
 - Participate in an honest appraisal of one's own performance and that of the board
 - Build awareness of and vigilance towards governance matters rather than management.
5. Be available for personal contact in between meetings.
6. Be prepared to contribute approximately 6-8 hours per month toward board service, which includes:
 - Attending a board of directors meeting (2 hours)
 - Attending a board committee meeting (1-2 hours)
 - Reading materials, preparing for meetings (1 hour)

- Attending South City Preparatory Academy events, assisting with fundraising and other ambassador tasks (1-2 hours)
7. Keep informed about South City Preparatory Academy's development and its issues by reviewing materials, participating in discussions, and asking strategic questions.
 8. Use personal and professional contacts and expertise for the benefit of South City Preparatory Academy.
 9. Provide leadership to South City Preparatory Academy board committees. Each director is expected to serve as an active member of at least one committee. This requires a number of meetings per year, plus individual committee task completion time.
 10. Inform the Board of Directors of South City Preparatory Academy of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.
 11. Participate in South City Preparatory Academy's annual board of directors' self-review process.
 12. Participate in South City Preparatory Academy's board retreat and professional development opportunities.

South City Preparatory Academy Governance

South City Preparatory Academy's Head of School answers directly to the board. The Head of School makes decisions on a day-to-day basis and fulfills the organization's administrative duties. The board is responsible for maintaining South City Preparatory Academy's vision, and ensuring that South City Preparatory Academy is carrying out its mission statement. As with all public charter schools, South City Preparatory Academy, is an entity wholly separate from the school district in the area of governance. Each board member will guard the unique establishment of South City Preparatory Academy as its own Local Education Agency (LEA). Board members will not question any decision made by the Head of School in any public arena. If a board member questions a decision, he or she will immediately take that concern or disagreement to that individual. Likewise, the Head of School agrees to the same commitment. This respect for each other shall remain constant. The Board of Directors will foster good relationships with the staff and with humility, will serve South City Preparatory Academy's best interests. Issues discussed in board meetings will not be personalized or directed toward any other board member, parent or anyone else. Confidentiality is expected in all situations.

Board Dismissal

Board members who miss more than three consecutive board meetings without prior approval for their absence from the Chair will be dismissed from their board involvement immediately.

**South City Preparatory Academy
CANDIDATE PROPOSAL FORM – BOARD OF DIRECTORS- 2010**

Submitted by (name): _____

E-mail: _____

Phone: _____

I hereby propose the following individual to be considered as a candidate to be nominated for election to the Board of Directors of South City Preparatory Academy, Inc.

Name of Candidate: _____

Occupation: _____

Work Address: _____

Home Address: _____

Work Telephone: _____ Home Telephone: _____

E-mail: _____

Education: _____

Background of value to South City Preparatory Academy (e.g., fundraising, operations, technology, education, facilities management, legal & accounting experience, etc.):

Reason for proposing the above-named (use additional page if necessary):

Signed: _____

Date: _____

**South City Preparatory Academy
PROPOSED CANDIDATE STATEMENT**

NAME: _____

COMPANY/TITLE: _____

You have been proposed to the nominating committee of South City Preparatory Academy as a candidate for the Board of Directors. Please provide the committee with a brief statement setting forth your qualifications for this position and the contributions that you feel you could make to the Board. Also, as all board members are asked to serve on one or two committees, please indicate the committees that might most interest you. (The current list of committees include : Facilities, Marketing, Business Plan/Finance, and Fundraising/Development)

STATEMENT:

CONSENT:

The undersigned, having been proposed for candidacy for election the Board of Directors of the South City Preparatory Academy does hereby agree to the publication of the foregoing position statement on any nominating ballots and petitions which may be circulated to the Board of Directors as well as the publication of data as set forth in the Candidate Proposal Form. Moreover, the undersigned agrees to attend meetings of the Board.

Date: _____

Signature: _____

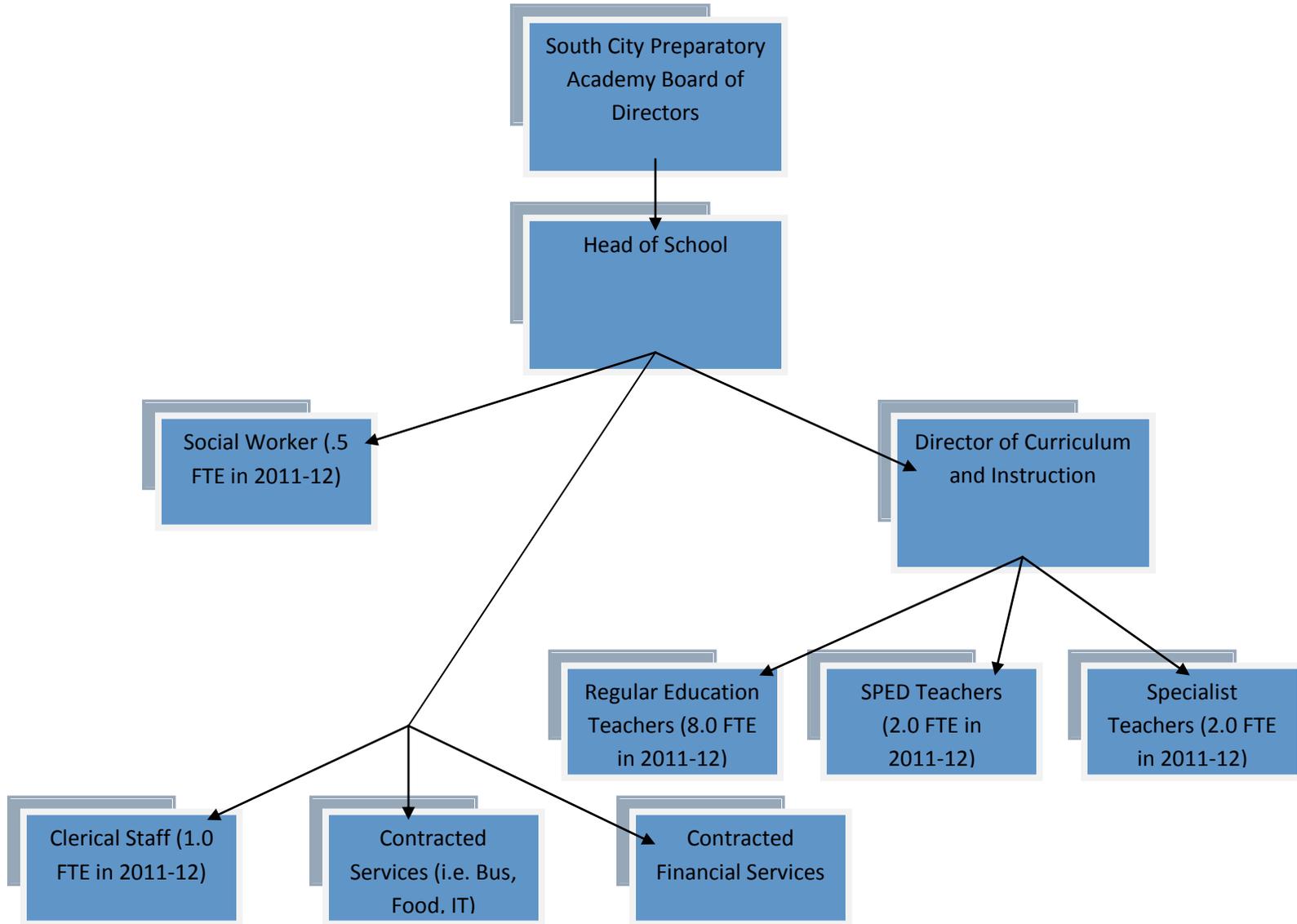
Return to:

Mike Malone

5951 Marwinette Ave.

St. Louis, MO 63116

Appendix H: South City Preparatory Academy Organizational Chart (2011-2012) and Job Descriptions



Head of School

South City Preparatory Academy's Head of School will oversee strategic, programmatic, financial, and administrative operations. He or she will also lead the efforts to establish the school and act as South City Preparatory Academy's primary representative in development and community affairs activities. The Head of School is the public face of the school in the community, working to build a connection between school, families and other stakeholders that is strong, mutually respectful, and marked by continual communication about student performance and behavior. The Head of School leads the staff in reaching out to families and the community to recruit students and staff and build a network of collaboration that supports student success.

Responsibilities:

Organizational Leadership:

- Establishes a culture of excellence that is centered on the school's mission.
- Oversees, continually evaluates, and is accountable for all school programs, finances, facilities and operations.
- Ensures compliance with all local, state, and federal policies and regulations
- Effectively leads a diverse staff and student population
- Facilitates a safe and orderly school environment.
- Effectively implements data-driven decisions following the school's accountability plan
- Promotes the school to the community and media
- Manages day-to-day issues and operations
- Manages student issues, discipline and family relations
- Oversees student recruitment and enrollment
- Manages student and staff records

Educational Leadership

- Supports a cycle of continuous academic improvement by providing strong leadership and regularly analyzing data to meet school-wide performance goals.
- Manages and supports the Director of Curriculum and Instruction in the following areas:
 - Management and evaluation of staff
 - Curriculum development, implementation, and evaluation

Administration and Financial Leadership

- Manages the school's facility
- With assistance from clerical staff, is responsible for all data reporting to DESE
- With assistance from contracted financial services provider:
 - Manages the budget, finances, and the relationship with vendors.
 - Tracks and assigns all purchases
 - Responsible for the Annual Report of school finances
 - Oversees the implementation of the school's annual Board-approved budget

- Works with the Board of Directors to develop and manage the school's budget and annual cash flow projections.
- Reports school financial and academic achievement data at each Board of Director's meeting.
- Oversees all programs, services, and activities to ensure school goals and objectives are met.
- Hosts visitors and cultivates relationships with community members
- Coordinates student recruitment (i.e., advertisements, school visits, information sessions, lottery, etc.)

Minimum Qualifications

- Masters in Education related field (Administration, Curriculum & Instruction, Linguistics, etc.)
- Expert teacher and/or administrator with several years of demonstrated experience in under-served populations
- Able to create and sustain positive, ambitious school culture among staff and students
- Experience in assessment and achievement data analysis
- Communicate effectively with all stakeholders: students, parents, staff, board, DESE and greater community

Salary Range:

- Highly competitive salary
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

Director of Curriculum and Instruction

The Director of Curriculum and Instruction of South City Preparatory Academy is a dynamic instructional leader who spearheads the development of the school's curriculum and culture and has an unswayable belief that all students can achieve at high levels. The Director of Curriculum and Instruction leads teachers and staff in the development and on-going improvement of a rigorous college preparatory academy, guides teachers in the implementation of school-wide best practices, discipline-specific curricula and assessments, and school culture; and trains, supervises, and evaluates all staff and teachers. He or she will be responsible for all school programs, outcomes and student achievement and manages the school's instructional staff. The Director of Curriculum and Instruction and Head of School will be responsible for developing a school culture that will meet South City Preparatory Academy's mission and vision.

Responsibilities:

Personnel and Programs:

- Establishes a culture of excellence that is centered around the school's mission
- Implements effective internal and external assessment systems and uses data to inform decisions.

- Develops and implement a rigorous school-wide curriculum and assessment mapping to ensure a viable curriculum.
- Serves as the instructional leader and oversees curriculum development and assessment.
- In consultation with the Head of School, oversees teaching staff recruitment, selection, evaluation, supervision, retention, and dismissal.
- Implements the school's vision, goals and ensure a positive school climate.
- Supports a cycle of continuous academic improvement by providing strong instructional leadership and regularly analyzing data to meet academic performance goals.
- Plans and facilitates research-proven professional development activities that promote a culture of on-going growth and collaboration.
- Implements and oversees the school's academic intervention program.
- Oversees and coordinates the implementation of the promotion and retention policies.
- Seeks and shares curriculum and instructional practices from other schools and professional journals.
- Attends teacher meetings, support teachers, and facilitates positive faculty dynamics.
- Plans and coordinates the implementation of state and local school wide testing.

Parents/Community:

- Hosts visitors and cultivates relationships with community members
- Maintains an open-door policy for parents
- Participates in family conferences when appropriate
- Articulates the school's mission and vision to parents and the community

Minimum Qualifications:

- Masters in Education related field (Administration, Curriculum & Instruction, Linguistics, etc.)
- Expert teacher and/or administrator with several years of demonstrated experience working with under-served populations
- Extensive knowledge of curriculum development
- Extensive knowledge of teacher and staff development
- Experience in assessment and achievement data analysis
- A record of success in supporting teacher development

Salary Range:

- Highly competitive salary
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

Regular Education and Specialist Teacher

South City Preparatory Academy will seek teachers who demonstrate a strong desire to teach an academically rigorous college preparatory curriculum and have a belief that all students can achieve at the

highest levels. All teachers are expected to support the mission of the school and must actively participate in professional and school-wide activities. Experienced teaching candidates must demonstrate a track record of exceptional student performance. Candidates without teaching experience will be evaluated based on past leadership experiences, participation in extracurricular programs, academic performance and a “no excuses” attitude to teaching.

Requirements:

- Plan instruction appropriate to subject, grade level, and abilities of his/her students.
- Be willing to be a 12 month employee with no extended summer break.
- Must show a strong commitment to assessment and accountability.
- Create and organize classroom rules, procedures and routines.
- Demonstrate a commitment to ongoing professional learning and improvement.
- Manage student behavior to ensure student learning.
- Establish a culture of high expectations, diversity, cultural sensitivity and understanding.
- Maintain ongoing communication with students and parents about the students’ level of academic progress and/or deficiencies.
- Analyze qualitative and quantitative student data; use this data to drive instruction and to differentiate instruction.
- Provide instruction to special needs students and work in conjunction with the Special Education teachers to ensure that IEP student goals are being met.
- Complete all assignments in a timely fashion.
- Excited about teaching in a socio economically and ethnically diverse inner city environment.

Parents/Community

- Maintains an open-door policy for parents
- Maintain ongoing communication with students and parents about the students’ level of academic progress and/or deficiencies.
- Be willing to meet to hold conferences with student families at least four times per year.
- Articulates the school’s mission and vision to parents and the community

Minimum Qualifications:

- BA/BS in Education or related field
- Valid Teaching Credential
- Successful classroom experience in an inner city middle school environment.
- Leadership skills with the ability to facilitate parent meetings, and enhance cooperative working relationships.

Salary Range:

- Highly competitive salary
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

Special Education Teacher

South City Preparatory Academy will seek teachers who demonstrate a strong desire to teach an academically rigorous college preparatory curriculum and have a belief that all students can achieve at the highest levels. All teachers are expected to support the mission of the school and must actively participate in professional and school-wide activities. Experienced teaching candidates must demonstrate a track record of exceptional student performance. Candidates without teaching experience will be evaluated based on past leadership experiences, participation in extracurricular programs, academic performance and a “no excuses” attitude to teaching.

Requirements:

- Plan instruction appropriate to subject, grade level, and abilities of his/her students.
- Be willing to be a 12 month employee with no extended summer break.
- Must show a strong commitment to assessment and accountability.
- Create and organize classroom rules, procedures and routines.
- Demonstrate a commitment to ongoing professional learning and improvement.
- Manage student behavior to ensure student learning.
- Establish a culture of high expectations, diversity, cultural sensitivity and understanding.
- Maintain ongoing communication with students and parents about the students’ level of academic progress and/or deficiencies.
- Analyze qualitative and quantitative student data; use this data to drive instruction and to differentiate instruction.
- Provide instruction to special needs students and work in conjunction with the Regular Education teachers to ensure that IEP student goals are being met.
- Complete all assignments in a timely fashion.
- Excited about teaching in a socio economically and ethnically diverse inner city environment.

Parents/Community:

- Maintains an open-door policy for parents
- Maintain ongoing communication with students and parents about the students’ level of academic progress and/or deficiencies.
- Be willing to meet to hold conferences with student families at least four times per year.
- Articulates the school’s mission and vision to parents and the community

Minimum Qualifications:

- BA/BS in Special Education
- Valid Teaching Credential
- Successful classroom experience in an inner city middle school environment.
- Leadership skills with the ability to facilitate parent meetings, and enhance cooperative working relationships.

Salary Range:

- Highly competitive salary

- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

Appendix I: Proposed Student Enrollment Form

South City Preparatory Academy
Student Enrollment Application

Today's Date _____

Student's Current Grade: _____

Grade Applying for: _____

INSTRUCTIONS: Please complete one application form for each student you wish to enroll in South City Preparatory Academy.

Student's Name: _____
First M.I. Last (As shown on Birth Certificate)

Student's Social Security Number: _____

Student's Date of Birth _____ Age _____ Birthplace: _____ Male Female
City/State

Current School _____
Name

Address _____ City _____ State _____ Zip _____ Phone _____

Is your child presently receiving any of the following services?

Title I Special Education Free/Reduced Lunch

Parent/Guardian: _____ Relationship to Child _____

Address: _____
Street Apt. # City State Zip

Phone: _____
Home Cell Work Email Address

Parent/Guardian's Social Security Number: _____

Siblings Currently Enrolled

Siblings Applying for Enrollment

Name	Grade
_____	_____
_____	_____
_____	_____
_____	_____

Name	Grade Entering
_____	_____
_____	_____
_____	_____
_____	_____

SUBMIT APPLICATION TO:

Legible photocopies of the following documents must be submitted with a completed application or this application will be incomplete and it will not be processed:

- Student's Birth Certificate _____
- Legal Guardianship Papers (If Applicable) _____
- Home Utility Bill, Mortgage Bill or Lease to verify Indiana residency _____
- Parent/Guardian State of Missouri License or Identification Card _____
- Student's Social Security Card _____
- Updated, Current Physical (**Mandatory for ALL grades**) and Immunization Record with T.B. shot _____

Your child's application will not be accepted until the above information is submitted with this completed application form. Upon enrollment, you will be asked to provide additional forms, including the original copies of these documents, complete up-to-date health records, including immunization records, and the most recent report card, I.E.P. as applicable, and test scores.

PARENT OR GUARDIAN SIGNATURE

DATE

Date Received: _____

Time Received: _____

Received By: _____

For Office Use Only

South City Preparatory Academy
Monthly Cash Flow - 2011-2012 School Year

Function	REVENUES	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget
100	5311 Regular Year DESE Revenues	\$ -	\$ -	\$ 132,584	\$ 132,584	\$ 132,584	\$ 132,584	\$ 132,584	\$ 132,584	\$ 132,584	\$ 132,584	\$ 132,584	\$ 132,584	\$ 1,325,839	\$ 1,325,839
100	5311 Summer Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
100	5311 Free/Red Lunch State	\$ -	\$ -	\$ 18,963	\$ 18,963	\$ 18,963	\$ 18,963	\$ 18,963	\$ 18,963	\$ 18,963	\$ 18,963	\$ 18,963	\$ 18,963	\$ 189,630	\$ 189,630
100	5451-5465 Free/Red Lunch Federal	\$ -	\$ -	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 160,000	\$ 160,000
100	5333 Transportation	\$ -	\$ -	\$ 6,901	\$ 6,901	\$ 6,901	\$ 6,901	\$ 6,901	\$ 6,901	\$ 6,901	\$ 6,901	\$ 6,901	\$ 6,901	\$ 69,013	\$ 69,013
100	5311 State Special Education Reimbursement	\$ -	\$ -	\$ 434	\$ 434	\$ 434	\$ 434	\$ 434	\$ 434	\$ 434	\$ 434	\$ 434	\$ 434	\$ 4,344	\$ 4,344
100	5445-5446 Entitlement - Food Service	\$ -	\$ -	\$ 13,225	\$ 13,225	\$ 13,225	\$ 13,225	\$ 13,225	\$ 13,225	\$ 13,225	\$ 13,225	\$ 13,225	\$ 13,225	\$ 132,254	\$ 132,254
100	5113 Prop C	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
100	5497 Federal Non-SCE CSP	\$ -	\$ -	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150,000	\$ 150,000
	Total Revenues	\$ -	\$ -	\$ 188,108	\$ 338,108	\$ 188,108	\$ 188,108	\$ 188,108	\$ 188,108	\$ 188,108	\$ 188,108	\$ 188,108	\$ 188,108	\$ 2,031,080	\$ 2,031,080
	EXPENDITURES														
	Salaries														
2321	Head of School	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 70,000	\$ 70,000
2520	Business Manager	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2411	Director of Curriculum and Instruction	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 5,833	\$ 70,000	\$ 70,000
1110	Primary Subject Teachers	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 35,833	\$ 430,000	\$ 430,000
1200	Special Education Teachers	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 90,000	\$ 90,000
2400	Clerical Worker	\$ -	\$ -	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 22,500	\$ 22,500
2110	Social Worker/Counselor	\$ -	\$ -	\$ -	\$ 1,458	\$ 1,458	\$ 1,458	\$ 1,458	\$ 1,458	\$ 1,458	\$ 1,458	\$ 1,458	\$ 1,458	\$ 13,125	\$ 13,125
	Benefits														
	Retirement	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 4,348	\$ 52,172	\$ 52,172
	Health	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 62,400	\$ 62,400
	FICA	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 4,435	\$ 53,215	\$ 53,215
	Other	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 1,449	\$ 17,391	\$ 17,391
	Books and Supplies														
1111	Texts and instructional materials							\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 25,000	\$ 25,000
1111	Other books							\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 15,000	\$ 15,000
	Computers														
2100, 2320, 2400		\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 1,333	\$ 16,000	\$ 16,000
1111	Classroom paper and supplies	\$ 5,000			\$ 5,000			\$ 5,000			\$ 5,000			\$ 20,000	\$ 20,000
2320	Office supplies	\$ 600			\$ 600			\$ 600			\$ 600			\$ 2,400	\$ 2,400
	Services and Contracts														
2541	Custodial	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200	\$ 26,400	\$ 26,400
2311	Bookkeeping & Audit	\$ 375	\$ 375	\$ 1,250	\$ 375	\$ 375	\$ 1,250	\$ 375	\$ 375	\$ 1,250	\$ 375	\$ 375	\$ 5,250	\$ 12,000	\$ 12,000
2520	School management system	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 6,500	\$ 6,500
2410	Student information system	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 1,417	\$ 17,000	\$ 17,000
2311	Legal							\$ 2,000						\$ 2,000	\$ 2,000
1111	Student testing & assessment	\$ 1,250	\$ -	\$ -	\$ 1,250	\$ -	\$ -	\$ 1,250	\$ -	\$ -	\$ 1,250	\$ -	\$ -	\$ 5,000	\$ 5,000
2214	Staff development	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 22,500	\$ 22,500
1200	Special education consultant	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 40,000	\$ 40,000
2310	Travel & conferences, board retreat	\$ 958	\$ 958	\$ 958	\$ 958	\$ 958	\$ 958	\$ 958	\$ 958	\$ 958	\$ 958	\$ 958	\$ 958	\$ 11,500	\$ 11,500
2200	Internet service provider	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 9,600	\$ 9,600
2223	Postage	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 1,440	\$ 1,440
1110	Copier lease	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 3,600	\$ 3,600
2320	MCP&SA Fees	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 1,500	\$ 1,500
1900	Sponsor Fees	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 1,894	\$ 22,732	\$ 22,732
2560	Food Services	\$ -	\$ 12,023	\$ 12,023	\$ 12,023	\$ 12,023	\$ 12,023	\$ 12,023	\$ 12,023	\$ 12,023	\$ 12,023	\$ 12,023	\$ 12,023	\$ 132,254	\$ 132,254
2551	Transportation	\$ -	\$ 20,943	\$ 20,943	\$ 20,943	\$ 20,943	\$ 20,943	\$ 20,943	\$ 20,943	\$ 20,943	\$ 20,943	\$ 20,943	\$ 20,943	\$ 230,375	\$ 230,375
2320	Marketing expense							\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 542	\$ 3,250	\$ 3,250
	Occupancy Costs														
2540	Waste disposal	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 1,800	\$ 1,800
2540	Rent/lease/mortgage	\$ -	\$ -	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 264,000	\$ 264,000
2540	Replace furnishings & equipment	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 40,000	\$ 40,000
2540	Gas/electric/Phone	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 4,125	\$ 49,500	\$ 49,500
2540	Liability & property insurance	\$ 4,500			\$ 4,500			\$ 4,500			\$ 4,500			\$ 18,000	\$ 18,000
2540	Security alarm	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 1,200	\$ 1,200
2540	Maintenance			\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 132,000	\$ 132,000
	Total Expenditures	\$ 104,762	\$ 126,379	\$ 166,854	\$ 181,287	\$ 169,937	\$ 170,812	\$ 188,495	\$ 179,145	\$ 178,020	\$ 188,495	\$ 177,145	\$ 182,020	\$ 2,013,354	\$ 2,013,354
	Monthly Surplus (Deficit)*	\$ (104,762)	\$ (126,379)	\$ 21,254	\$ 156,821	\$ 18,171	\$ 17,296	\$ (387)	\$ 8,963	\$ 10,088	\$ (387)	\$ 10,963	\$ 6,088	\$ -	\$ -
	Cash in Bank (Cash Deficit)	\$ 147,738	\$ 21,359	\$ 42,613	\$ 199,434	\$ 217,605	\$ 234,901	\$ 234,513	\$ 243,476	\$ 253,563	\$ 253,176	\$ 264,138	\$ 270,226	\$ -	\$ -

*Estimated pre-operational year cash flows will create a surplus of approximately \$252,500. This surplus balance exceeds the estimated operating deficit in the first two months of the 2011-2012 school year.

South City Preparatory Academy
Five Year Expenditures by Function

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Expenditures by Function	(0 enroll)	(200 enroll)	(290 enroll)	(371 enroll)	(444 enroll)	(509 enroll)
1100 Regular Programs						
6100 Salaries	\$ -	\$ 385,670	\$ 595,860	\$ 903,952	\$ 1,097,684	\$ 1,347,652
6200 Benefits	-	102,667	152,332	229,356	288,607	361,519
6300 Purchased Services	-	8,600	10,850	12,875	14,700	16,325
6400 Supplies & Materials	60,000	60,000	87,000	111,300	133,200	241,775
6500 Equipment	-	-	-	-	-	-
Total Regular Program	60,000	556,937	846,042	1,257,484	1,534,190	1,967,271
1191 Summer School						
6100 Salaries	-	44,330	68,490	103,903	126,171	154,903
6200 Benefits	-	11,801	17,509	26,363	33,173	41,554
6300 Purchased Services	-	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	-	-	-	-	-	-
Total Summer School	-	56,131	85,999	130,265	159,344	196,456
1200 Special Programs						
6100 Salaries	-	90,000	92,700	143,222	147,518	202,592
6200 Benefits	-	23,958	23,699	36,339	38,786	54,347
6300 Purchased Services	-	40,000	58,000	74,200	88,800	101,800
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	-	-	-	-	-	-
Total Special Programs	-	153,958	174,399	253,761	275,104	358,739
1900 Payments to Other Districts						
6100 Salaries	-	-	-	-	-	-
6200 Benefits	-	-	-	-	-	-
6300 Purchased Services	-	22,732	32,961	42,168	50,465	57,853
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	-	-	-	-	-	-
Total Payments to Other Districts	-	22,732	32,961	42,168	50,465	57,853
2100 Support Services-Pupils						
6100 Salaries	-	13,125	36,050	37,132	38,245	39,393
6200 Benefits	-	3,494	9,216	9,421	10,056	10,567
6300 Purchased Services	-	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	-	14,400	14,400	14,400	14,400	14,400
Total Support Services-Pupils	-	31,019	59,666	60,953	62,701	64,360
2200 Support Services-Prof Develop						
6100 Salaries	-	-	-	-	-	-
6200 Benefits	-	-	-	-	-	-
6300 Purchased Services	-	32,100	39,600	47,100	53,100	60,600
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	-	-	-	-	-	-
Total Support Services-Prof Develop	-	32,100	39,600	47,100	53,100	60,600

(cont'd)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Expenditures by Function	(0 enroll)	(200 enroll)	(290 enroll)	(371 enroll)	(444 enroll)	(509 enroll)
2310 Board of Education Services						
6100 Salaries	-	-	-	-	-	-
6200 Benefits	-	-	-	-	-	-
6300 Purchased Services	4,500	13,500	17,250	21,000	24,000	27,750
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	-	-	-	-	-	-
Total Board of Education Services	4,500	13,500	17,250	21,000	24,000	27,750
2320 Executive Administration Services						
6100 Salaries		70,000	75,000	77,250	79,568	81,955
6200 Benefits	-	18,634	19,174	19,600	20,920	21,985
6300 Purchased Services	68,000	18,190	19,840	21,715	23,910	26,540
6400 Supplies & Materials	-	2,400	3,480	4,452	5,328	6,108
6500 Equipment	-	1,200	1,200	1,200	1,200	1,200
Total Executive Administration Serv	68,000	110,424	118,694	124,217	130,926	137,787
2400 Support Services-School Administration						
6100 Salaries	-	92,500	108,150	111,395	114,736	118,178
6200 Benefits	-	24,624	27,649	28,264	30,167	31,702
6300 Purchased Services	4,000	17,000	1,000	1,000	1,000	1,000
6400 Supplies & Materials						
6500 Equipment		400	400	400	400	400
Total Support Services-Business	4,000	134,524	137,199	141,058	146,303	151,281
2510 Support Services-Business						
6100 Salaries						
6200 Benefits	-	-	-	-	-	-
6300 Purchased Services						
6400 Supplies & Materials						
6500 Equipment	-	-	-	-	-	-
Total Support Services-Business	-	-	-	-	-	-
2520 Fiscal Services						
6100 Salaries	-	-	60,000	61,800	63,654	65,564
6200 Benefits	-	-	15,339	15,680	16,736	17,588
6300 Purchased Services	1,000	6,500	2,500	2,500	2,500	2,500
6400 Supplies & Materials						
6500 Equipment						
Total Support Services-Business	1,000	6,500	77,839	79,980	82,890	85,652
2540 Operation of Plant Services						
6100 Salaries	-	-	-	-	-	-
6200 Benefits	-	-	-	-	-	-
6300 Purchased Services	-	179,400	279,648	356,215	424,813	485,441
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	10,000	353,500	502,575	618,643	740,370	848,758
Total Operation of Plant Services	10,000	532,900	782,223	974,858	1,165,183	1,334,198
2550 Pupil Transportation						
6100 Salaries	-	-	-	-	-	-
6200 Benefits	-	-	-	-	-	-
6300 Purchased Services	-	230,375	239,685	306,632	366,966	420,689
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	-	-	-	-	-	-
Total Pupil Transportation	-	230,375	239,685	306,632	366,966	420,689
2560 Food Services						
6100 Salaries	-	-	-	-	-	-
6200 Benefits	-	-	-	-	-	-
6300 Purchased Services	-	132,254	191,768	245,331	293,603	336,586
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment	-	-	-	-	-	-

Total Food Services	-	132,254	191,768	245,331	293,603	336,586

(cont'd)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Expenditures by Function	(0 enroll)	(200 enroll)	(290 enroll)	(371 enroll)	(444 enroll)	(509 enroll)
2660 Technology Services						
6100 Salaries	-	-	-	-	-	-
6200 Benefits	-	-	-	-	-	-
6300 Purchased Services	-	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-	-
6500 Equipment						
Total Technology Services	-	-	-	-	-	-
9999 GRAND TOTAL EXPENDITURES	\$ 147,500	\$ 2,013,354	\$ 2,803,325	\$ 3,684,806	\$ 4,344,775	\$ 5,199,221

South City Preparatory Academy

Five Year Operational Budget

		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
		(0 enroll)	(200 enroll)	(290 enroll)	(371 enroll)	(444 enroll)	(509 enroll)
Revenues							
5100	Local	\$ 250,000	\$ -	\$ 259,928	\$ 332,528	\$ 397,958	\$ 456,218
5200	County	-	-	-	-	-	-
5300	State	-	1,588,826	2,506,195	3,206,201	3,837,071	4,398,805
5400	Federal	150,000	442,254	573,768	541,331	648,603	743,586
5899	GRAND TOTAL REVENUES	400,000	2,031,080	3,339,891	4,080,060	4,883,633	5,598,608
Expenditures							
1100	Regular Programs	60,000	556,937	846,042	1,257,484	1,534,190	1,967,271
1191	Summer School	-	56,131	85,999	130,265	159,344	196,456
1200	Special Programs	-	153,958	174,399	253,761	275,104	358,739
1900	Payments to Other Districts	-	22,732	32,961	42,168	50,465	57,853
1999	TOTAL INSTRUCTION	60,000	789,758	1,139,402	1,683,678	2,019,103	2,580,319
2100	Support Services-Pupils	-	31,019	59,666	60,953	62,701	64,360
2200	Support Services-Professional Development	-	32,100	39,600	47,100	53,100	60,600
2310	Board of Education Services	4,500	13,500	17,250	21,000	24,000	27,750
2320	Executive Administration Services	68,000	110,424	118,694	124,217	130,926	137,787
2400	Support Services - School Administration	4,000	134,524	137,199	141,058	146,303	151,281
2510	Support Services-Business	-	-	-	-	-	-
2520	Fiscal Services	1,000	6,500	77,839	79,980	82,890	85,652
2540	Operation of Plant Services	10,000	532,900	782,223	974,858	1,165,183	1,334,198
2550	Pupil Transportation	-	230,375	239,685	306,632	366,966	420,689
2560	Food Services	-	132,254	191,768	245,331	293,603	336,586
2660	Technology Services	-	-	-	-	-	-
2998	TOTAL SUPPORT SERVICES	87,500	1,223,596	1,663,924	2,001,128	2,325,672	2,618,902
9999	GRAND TOTAL EXPENDITURES	147,500	2,013,354	2,803,325	3,684,806	4,344,775	5,199,221
Total Revenue Over/(Under) Total Expenses		252,500	17,726	536,565	395,254	538,858	399,387
Beginning Balance, July 1		-	252,500	270,226	806,791	1,202,046	1,740,903
Ending Balance, June 30		\$ 252,500	\$ 270,226	\$ 806,791	\$ 1,202,046	\$ 1,740,903	\$ 2,140,290

South City Preparatory Academy

Five Year Revenues

	2010-2011 (0 enroll)	2011-2012 (200 enroll)	2012-13 (290 enroll)	2013-14 (371 enroll)	2014-15 (444 enroll)	2015-16 (509 enroll)
Revenue						
5100 Local Revenue						
5113 Prop C	\$ -	\$ -	\$ 259,928	\$ 332,528	\$ 397,958	\$ 456,218
5150 Food Sales to Pupils	-	-	-	-	-	-
5160 Food Sales to Adults	-	-	-	-	-	-
5180 Community Services	-	-	-	-	-	-
5190 Other (Walton)	250,000.00	-	-	-	-	-
5100 Total Local Revenue	250,000.00	-	259,927.81	332,528.34	397,958.44	456,218.13
5200 County Revenue						
5200 County Revenue	-	-	-	-	-	-
5300 State Revenue						
5311 Basic Formula	-	1,519,813.15	2,424,702.30	3,101,946.74	3,712,302.84	4,255,770.59
5312 Transportation	-	69,012.75	81,492.90	104,254.71	124,768.44	143,034.09
5300 State Revenue	-	1,588,825.90	2,506,195.20	3,206,201.45	3,837,071.28	4,398,804.68
5400 Federal Revenue						
5445-5446 School Breakfast/Lunch Program	-	132,253.68	191,767.84	245,330.58	293,603.17	336,585.62
5451-5497 Federal Consolidated Programs (including Federal CSP)	150,000.00	310,000.00	382,000.00	296,000.00	355,000.00	407,000.00
5400 Federal Revenue	150,000.00	442,253.68	573,767.84	541,330.58	648,603.17	743,585.62
5899 GRAND TOTAL REVENUES	\$ 400,000	\$ 2,031,080	\$ 3,339,891	\$ 4,080,060	\$ 4,883,633	\$ 5,598,608

South City Preparatory Academy
Five Year Salaries

	2010-11 (0 enroll)	2011-12 (200 enroll)	2012-13 (290 enroll)	2013-14 (371 enroll)	2014-15 (444 enroll)	2015-16 (509 enroll)
Salaries						
1100 Regular Programs						
Teachers	\$ -	\$ 385,670.10	\$ 595,860.31	\$ 903,952.42	\$ 1,097,683.70	\$ 1,347,651.76
Total Regular Program Salaries	-	385,670	595,860	903,952	1,097,684	1,347,652
1191 Summer School						
Teachers	-	44,330	68,490	103,903	126,171	154,903
Total Summer School Salaries	-	44,330	68,490	103,903	126,171	154,903
1200 Special Programs						
Special Education Teachers	-	90,000	92,700	143,222	147,518	202,592
Total Special Programs Salaries	-	90,000	92,700	143,222	147,518	202,592
2100 Support Services-Pupils						
Social Worker	-	13,125	36,050	37,132	38,245	39,393
Total Support Serv-Pupils Salaries	-	13,125	36,050	37,132	38,245	39,393
2200 Support Services-Prof Develop						
Position(s)	-	-	-	-	-	-
Total Support Services-Prof Develop	-	-	-	-	-	-
2320 Executive Administration Services						
Head of School	-	70,000	75,000	77,250	79,568	81,955
Total Exec Admin Serv Salaries	-	70,000	75,000	77,250	79,568	81,955
2510 Support Services-Business						
-	-	-	-	-	-	-
Total Support Serv-Bus Salaries	-	-	-	-	-	-
2400 Support Services - School Administration						
Director of Curriculum and Instruction	\$0	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
Clerical Worker	-	22,500	36,050	37,132	38,245	39,393
Total Operation of Plant Services	-	92,500	108,150	111,395	114,736	118,178
2520 Fiscal Services						
Business Manager	-	-	60,000	61,800	63,654	65,564
Total Operation of Plant Services	-	-	60,000	61,800	63,654	65,564
2540 Operation of Plant Services						
-	-	-	-	-	-	-
Total Operation of Plant Services	-	-	-	-	-	-
2550 Pupil Transportation						
-	-	-	-	-	-	-
Total Operation of Plant Services	-	-	-	-	-	-
2560 Food Services						
-	-	-	-	-	-	-
Total Food Services	-	-	-	-	-	-
2660 Technology Services						
-	-	-	-	-	-	-
Total Technology Services Salaries	-	-	-	-	-	-
Total Salaries	\$ -	\$ 695,625	\$ 1,036,250	\$ 1,438,653	\$ 1,667,576	\$ 2,010,235

South City Preparatory Academy
Five Year Purchased Services

	2010-11 (0 enroll)	2011-12 (200 enroll)	2012-13 (290 enroll)	2013-14 (371 enroll)	2014-15 (444 enroll)	2015-16 (509 enroll)
Purchased Services						
1100 Regular Programs						
Copier Lease	-	5,000	7,250	9,275	11,100	12,725
Student Testing	-	3,600	3,600	3,600	3,600	3,600
Total Regular Program Salaries	-	8,600	10,850	12,875	14,700	16,325
1191 Summer School						
-	-	-	-	-	-	-
Total Summer School Salaries	-	-	-	-	-	-
1200 Special Programs						
Special Education Consultant	-	40,000	58,000	74,200	88,800	101,800
Total Special Programs Salaries	-	40,000	58,000	74,200	88,800	101,800
1900 Payments to Other Districts						
Sponsor Fee	-	22,732	32,961	42,168	50,465	57,853
Total Support Serv-Pupils Salaries	-	22,732	32,961	42,168	50,465	57,853
2100 Support Services-Pupils						
-	-	-	-	-	-	-
Total Support Serv-Pupils Salaries	-	-	-	-	-	-
2200 Support Services-Prof Develop						
ISP	-	9,600	9,600	9,600	9,600	9,600
Staff Development	-	22,500	30,000	37,500	43,500	51,000
Total Support Services-Prof Develop	-	32,100	39,600	47,100	53,100	60,600
2310 Board of Education Services						
Board Training and Retreat	2500	11500	15250	19000	22000	25750
Legal Fees	2000	2000	2000	2000	2000	2000
Total Exec Admin Serv Salaries	4,500	13,500	17,250	21,000	24,000	27,750
2320 Executive Administration Services						
Bookkeeping and Audit	3000	12000	12000	12000	12000	12000
School Development - Head of School	60000					
MCPSAMembership Dues	0	1500	2175	2782.5	3330	3817.5
Marketing Expenses	5000	3250	4225	5492.5	7140.25	9282.325
Postage	0	1440	1440	1440	1440	1440
Total Exec Admin Serv Salaries	68,000	18,190	19,840	21,715	23,910	26,540
2400 Support Services - School Administration						
Student Information System (e.g. Power School)	4,000	17,000	1,000	1,000	1,000	1,000
Total Support Serv-Bus Salaries	4,000	17,000	1,000	1,000	1,000	1,000
2510 Support Services-Business						
-	-	-	-	-	-	-
Total Support Serv-Bus Salaries	-	-	-	-	-	-
2520 Fiscal Services						
School Management System (e.g. Software Unlimited)	1,000	6,500	2,500	2,500	2,500	2,500
Total Support Serv-Bus Salaries	1,000	6,500	2,500	2,500	2,500	2,500
2540 Operation of Plant Services						
Custodial	-	26,400.00	61,248.00	78,355.20	93,772.80	107,500.80
Liability and Property Insurance	-	18,000.00	24,000.00	30,000.00	35,000.00	39,000.00
Maintenance	-	132,000.00	191,400.00	244,860.00	293,040.00	335,940.00
Security Alarm	-	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00
Waste Disposal	-	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00
Total Operation of Plant Services	-	179,400	279,648	356,215	424,813	485,441
2550 Pupil Transportation						
Transportation Services	-	230,375	239,685	306,632	366,966	420,689
Total Operation of Plant Services	-	230,375	239,685	306,632	366,966	420,689
2560 Food Services						
Food Services	-	132,254	191,768	245,331	293,603	336,586
Total Food Services	-	132,254	191,768	245,331	293,603	336,586
2660 Technology Services						
Service(s)	-	-	-	-	-	-
Total Technology Services Salaries	-	-	-	-	-	-
Total Purchased Services	\$ 77,500	\$ 700,651	\$ 893,102	\$ 1,130,735	\$ 1,343,857	\$ 1,537,083

Appendix K: Walton Family Foundation Start Up Grant Award Letter

The
WALTON FAMILY
FOUNDATION

| P.O. Box 2030 | Bentonville | AR 72712-2030

March 16, 2010

Mike Malone
South City Preparatory Academy
5951 Marwinette Ave.
St. Louis, MO 63116

Dear Mr. Malone,

It is my pleasure to inform you that The Walton Family Foundation, Inc. (the "Foundation") has approved a grant to South City Preparatory Academy (the "Grantee"). This grant is subject to the following terms and conditions:

1. **Purpose:** The purpose of the grant is to support full request as described in application dated February 4, 2010. Grantee agrees to use all grant funds exclusively for the grant's purposes. Any changes in these purposes must be authorized in advance by the Foundation in writing.
2. **Amount:** Thirty Thousand Dollars (\$30,000.00).
3. **Payable:** The grant will be payable within 14 days of the receipt of a copy of this letter from Grantee acknowledging the terms and conditions set forth herein.
4. **Accounting:** (a) Grant funds must be segregated in a separate account established and maintained exclusively for the purposes of the grant. The Foundation encourages, whenever feasible, the deposit of grant funds in an interest-bearing account. For purposes of this letter, the term "grant funds" includes the grant and any income earned thereon.

(b) Grantee will maintain records of receipts and expenditures made in connection with the grant funds and will keep these records during the period covered by the Grantee's reporting obligations specified in paragraph 5 and for at least four years thereafter ("Maintenance Period"). Grantee will make its books and records in connection with the grant funds available for inspection by the Foundation during normal business hours as the Foundation may request at any time during the Maintenance Period.
5. **Reporting:** Grantee will provide the Foundation with an annual report in electronic format on Grantee's use of funds. Each annual report will include an account of grant expenditures and a narrative of what was accomplished by the use of such funds during the year (including a description of progress made in opening the school and fulfilling the purposes of the grant in addition to a confirmation of Grantee's compliance with the terms of the grant). This report will be transmitted electronically to the Foundation.

Appendix L: Insurance Coverage

March 10th, 2010



Mike Malone
South City Preparatory Academy

RE: Insurance Coverage for Charter School

We are pleased to advise our intention to provide insurance services for South City Preparatory Academy. Our division specializes in Public Entity and Scholastic risks, specifically charter schools throughout the country. We are licensed to work in Missouri as required by law. We typically obtain coverage from such major carriers as Philadelphia Insurance, The Hartford, Zurich, ACE, AIG, and Travelers.

Based on our experience with charter schools, we can secure insurance as required by Charter School law in the State of Missouri. On behalf of South City Preparatory Academy, the following coverages can be secured to meet and exceed all requirements including your guidelines as outlined by the Authorizing Board.

Coverage	Limit
General Liability (corporal incl)	\$1,000,000 occurrence \$2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to MO laws
Employee Benefits Liability	\$1,000,000
Automobile Liability which includes nonowned and hired	\$1,000,000
Excess Umbrella Liability above primary program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Abuse / Misconduct Liability	\$1,000,000
Crime / Fidelity Coverage (Surety Bonds)	\$100,000
Property Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis
Student Accident Insurance	\$25,000 primary and \$5 million CAT

As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place this charter school with at least an “A” rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, and previous CharterSafe programs.

200 Students Estimated Premium=\$18,000

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
School Board Legal/Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

**All coverages above should be in place before the school year begins (July 1, 2011), sooner if parents/teachers will be on campus before school year.

This is a speculative timeline. Please consult your legal counsel for a more definite timeline on when coverage should be placed.

Risk Management Services for the School:

Gallagher views safety and risk control as an essential part of our service team. We employ experienced consultants at the local and national levels and within our Education Practice Group. Working closely with the Charter School and your partner insurance carriers, we'll assess your exposures through specific services we will provide as part of the CharterSafe program:

- Environmental Health & Safety Services.
- Engineering Design Services.
- Training and Education Services.
- Property Protection.
- Training and Education Services – such topics as Hazard Recognition and Self-Inspections, Violence Prevention and Loss Control, Ergonomics and Strain Injury Prevention, Security Assessment, Blood borne Pathogens.
- Program Analysis and Development.
- Loss Trending.
- Analysis, Inspection and Evaluation Services – These services are designed to identify and evaluate the impact of loss exposures and risks of individual departments or collectively for the entire school. The analysis and evaluation process helps prioritize the areas that can most economically benefit from further loss control activities. Audits and surveys may also be used on an on-going basis to monitor the effectiveness of loss control or safety programs currently in place.

Please let me know if you have any questions, 314-800-2232.

Sincerely,

Mike Brown, ARM

Account Executive
Arthur J. Gallagher Risk Management Services, Inc.
12444 Powerscourt Drive, 5th Floor
St. Louis, MO 63131
Office: (314) 800-2232
Cell: (636) 443-5321
Michael_Brown@ajg.com